

PARAPROFESSIONALS IN THE CLASSROOM

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Who am I

Deerfield Middle/High School
Hamilton Middle School
Halstead Middle School
Newton District

South Breeze Elementary



Horror Stories



- What could I have done differently to prevent this from happening?

Amazing Paras



Point of Presentation

I hope you walk away with ideas you can implement to get that positive maximum benefit of a second adult in your classroom



Think Time

Think of having another adult in the room as an analogy.

[https://www.youtube.com/watch?v= bMcXVe8zls](https://www.youtube.com/watch?v=bMcXVe8zls)

<https://www.youtube.com/watch?v=LR33ydE5QSY>

Finish this analogy:

A another adult in my classroom is like _____ because _____

Special Education Teacher



You are the boss*



IDEA 2004

- ☐ Paras cannot write programs
- ☐ Create new or alternative instruction
- ☐ Or implement behavior ideas

without direction of the teacher or other certified personnel

- ☐ Take complete responsibility for any student

What CAN they do then?

- ❑ Implement teacher-planned instruction
- ❑ Supervise students
- ❑ Provide behavior supports
- ❑ Provide communication and social supports
- ❑ Support individual student's needs
- ❑ Provide personal care
- ❑ Complete clerical and general duties

Accommodations

Presentation accommodations allow a student to:

- Listen to audio recordings instead of reading text.
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions.
- Work with fewer items per page or line and/or materials in a larger print size.
- Have a designated reader.
- Hear instructions orally.
- Record a lesson, instead of taking notes.
- Have another student share class notes with him.
- Be given an outline of a lesson.

MORE Accommodations

- Use visual presentations of verbal material, such as word webs and visual organizers.
- Be given a written list of instructions.

Response accommodations allow a student to:

- Give responses in a form (oral or written) that's easier for him.
- Dictate answers to a scribe.
- Capture responses on an audio recorder.
- Use a spelling dictionary or electronic spell-checker.
- Use a word processor to type notes or give responses in class.
- Use a calculator or table of “math facts.”

MORE Accommodations

Setting accommodations allow a student to:

- ❑ Work or take a test in a different setting, such as a quiet room with few distractions.
- ❑ Sit where he learns best (for example, near the teacher).
- ❑ Use special lighting or acoustics.
- ❑ Take a test in small group setting.
- ❑ Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out).

Timing accommodations allow a student to:

- ❑ Take more time to complete a task or a test.

AND MORE Accommodations

- Have extra time to process oral information and directions.
- Take frequent breaks, such as after completing a task.

Scheduling accommodations allow a student to:

- Take more time to complete a project.
- Take a test in several timed sessions or over several days.
- Take sections of a test in a different order.
- Take a test at a specific time of day.
- Organization skills accommodations allow a student to:
- Use an alarm to help with time management.
- Mark texts with a highlighter.

AND MORE Accommodations

- Have help coordinating assignments in a book or planner.
- Receive study skills instruction.

Assignment modifications allow a student to:

- Complete fewer or different homework problems than peers.
- Write shorter papers.
- Answer fewer or different test questions.
- Create alternate projects or assignments.

Curriculum modifications allow a student to:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions).
- Get graded or assessed using a different standard than the one for classmates.
- Be excused from particular projects

IEP Expert



If... Then...

Teacher Actions during Co-Teaching

If one of you is doing this....	The other can be doing this...
Lecturing	Modeling notetaking on the board/overhead
Taking roll	Collecting and/or reviewing last night's homework
Passing out papers	Reviewing directions
Giving instructions orally	Writing down instructions on board
Checking for understanding with large heterogeneous group of students	Checking for understanding with small heterogeneous group of students
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Facilitating a silent activity	Circulating, checking for comprehension
Providing large group instruction	Circulating, using proximity control for behavior management
Running last minute copies or errands	Reviewing homework
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group; previewing upcoming information
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objective, and content curriculum	Providing suggestions for modifications, accommodations, and activities for diverse learners
Facilitating stations or groups	Also facilitating stations or groups
Explaining new concept	Conducting roleplay or modeling concept
Considering modification needs	Considering enrichment opportunities

from Murawski, W., & Dieker, L. (2004). Tips and strategies for co-teaching at the secondary level (p.57)
Teaching Exceptional Children, 36(5), 53-58. Retrieved 11/5/05:
http://www.dldoc.org/pdf/teaching_howtos/murawski_36-5.pdf

Your Turn

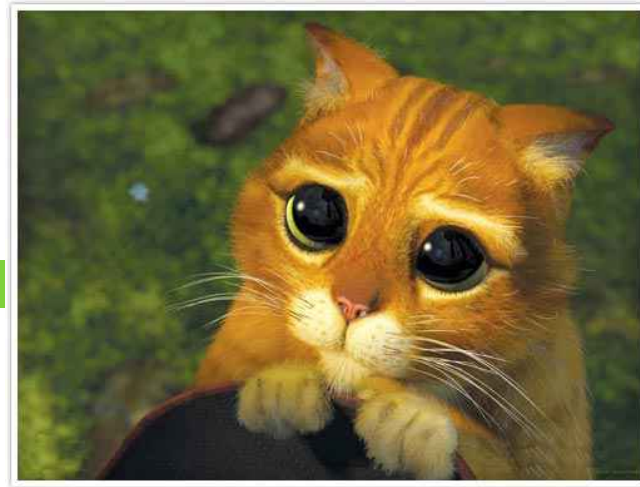


Blind and Unwanted

Help them see the light

- write them into your lesson plans
- Share a copy of your lesson plans-include any worksheets, hand outs, or tests
- steal time to communicate

Unwanted



Make them feel needed-

- At the beginning of the year introduce them as your teacher assistant (they do authority in the classroom)
- Have a place for their materials
- Make a welcome packet with pens, sticky notes, erasers, general school supplies
- Let them reward students for good behavior and good work (not always “bad cop”)
- If they have a good idea acknowledge that in front of the students, “Good idea, Mrs. Smith!”

Classroom Orientation Checklist for Paraeducators

Classroom routines:

- Go over the daily routine and weekly schedule.
- What happens when children arrive in the morning? Talk about greeting children, sign-in, morning work
- Explain attendance procedures.
- Go over fire drill and other emergency procedures.
- Daily expectations for children; what role will the paraprofessional play?

Classroom Orientation Checklist cont.

- Activity areas and materials
 - What takes place in each area of the room?
 - How are supplies and materials organized? What materials do students have free access to?
 - How can paraprofessional help maintain the order of the classroom?
 - If you have any “sacred” area(s) that you want for your exclusive use (desktop, certain shelves or bins), be tactful and clear in asking the paraprofessional to respect your wishes.

Classroom Orientation Checklist cont.

□ Classroom management

- Go over your classroom management goals and philosophy.
- Review confidentiality issues including talking in front of other students.
- Review issues regarding appropriate and inappropriate use of touch and force
- How do you get your class to stop and listen? (“freeze”? lights out? bell?)
- Motivating children to cooperate
- What consequences do you impose when students fail to cooperate?
- How do you handle conflicts among students?
- What role do you want the paraprofessional to play in classroom management?
- A frequent cause of tension between teachers and paraprofessionals stems from differences in personal philosophy regarding behavior management. Discuss any differences you may have, the reasons for them, and how to reconcile those differences! The ultimate decisions are up to the teacher but it is wise to talk about this sometimes-divisive issue.

An Inventory of Paraprofessional Preparedness



- Hand out

Learned Helplessness



- <https://www.youtube.com/watch?v=TU7RBqTndJ8>
- <https://www.youtube.com/watch?v=Yhvn9ihk2LI>

Ways to Step Back

- 1. acknowledge your impulse to make student's days go smoothly.
- 2. Pause before answering or helping
- 3. Schedule in advance a brief task or time period when you commit to no intervention
- 4. Sit further away- within earshot
- 5. Take data instead
- 6. catch yourself before you correct students' work
- 7. teach students to decline assistance

Ways to Step Back cont.

- 8. Phase out cues
- 9. Have students ask their classmates for information
- 10. Remind yourself that you are stepping back so that they can become independent.
- 11. Make sure your team knows why you are stepping back
- 12. Clock how long it takes for students to do things independently. It may not be as long as it seems

Ways to Step Back Cont.

- 13. Let your students make mistakes and get into trouble. Allow them to take responsibility for their actions/behaviors.
- From ici.umn.edu

Co-teaching



https://www.youtube.com/watch?v=_pnxst7dkLk

<https://www.youtube.com/watch?v=6lIQCG8QhBE>



How can we take our analogies and apply them to our classrooms and paraprofessionals? Can we expand on them?

Game Time! Is This Legal?

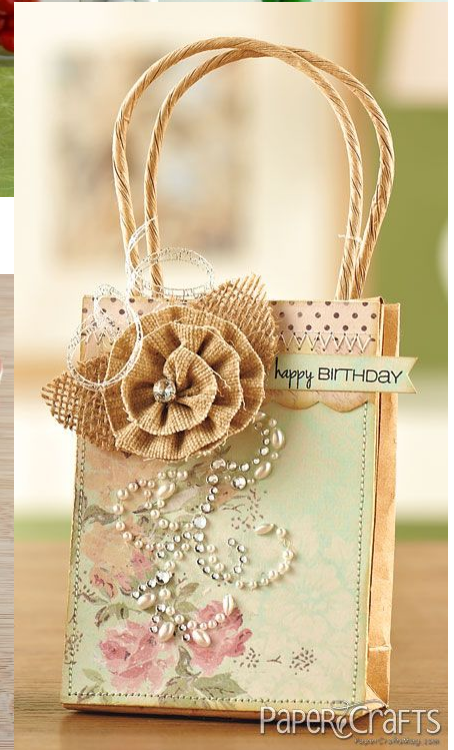
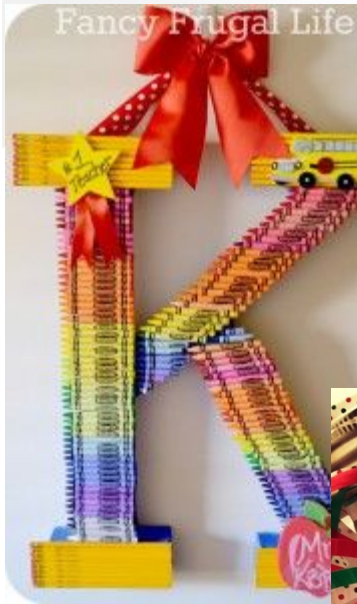
Sometimes it is difficult to know when providing paraprofessional support is appropriate and when it might cause problems. When in doubt, team members should ask themselves, Would this situation be acceptable if the student didn't have a disability?

1. A paraprofessional provides the student's primary literacy instruction.
2. The student is removed from class activities at the discretion of the paraprofessional rather than the teacher.

3. The student spends 80 percent or more of his or her time with a paraprofessional.
4. The student spends the majority of his or her social time (lunch, recess) with a paraprofessional rather than with classmates.
5. The paraprofessional, rather than the teacher or special educator, makes the majority of day-to-day curricular and instructional decisions affecting the student.

Para Appreciation

Pinterest



PaperCrafts
PaperCrafting.com

Questions



