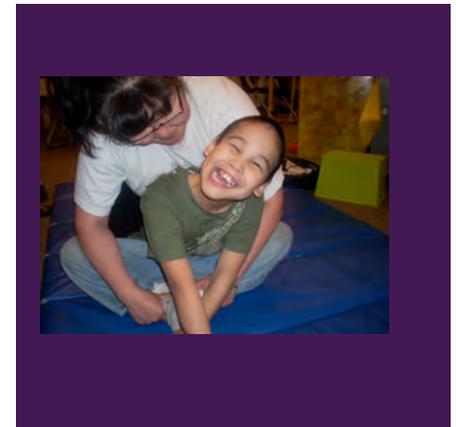
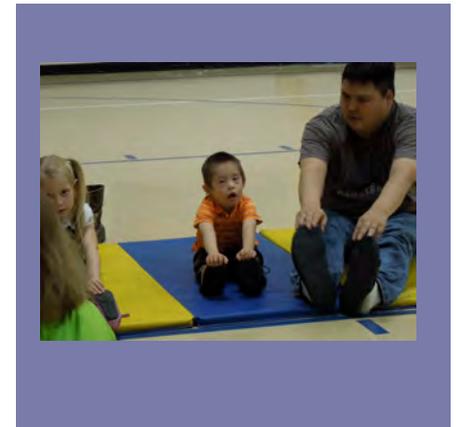


# + Paraprofessionals and Teachers

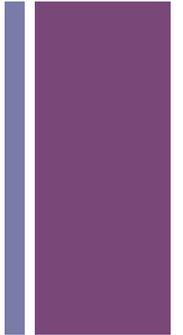


Working together to create a successful and supportive environment for students with special needs

Jennifer Schroeder, SESA Multiple Disability Specialist, 2013/14



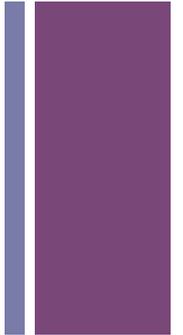
# After this training, staff will be able to:



- Identify the role of the paraprofessional in the classroom
- Identify the role of an intensive needs paraprofessional in the classroom
- Identify the role of the teacher in the classroom
- Identify several tools that can be used to build your team
- Identify several tools to facilitate communication between paraprofessionals and teachers



# Roles of the Paraprofessional in the classroom

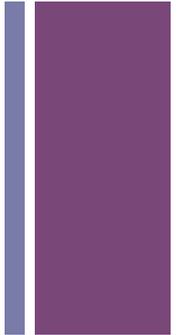


- Responsibilities for paraprofessionals can include, but are not limited to:
  - Implementing classroom rules and procedures as dictated by the teacher
  - Implementing teacher created lesson plans with individuals and small groups
  - Creating materials
  - Monitoring students
  - Facilitating student learning and communication
  - Recording data





# Roles of a 1:1 Paraprofessional



- Responsibilities can include, but are not limited to:
  - Implementing student specific behaviors as dictated by the teacher
  - Implementing individualized lesson plans created by the teacher
  - Supporting the student (behavior, social, communication) in small group instruction
  - Recording data throughout the day
  - Monitoring students
  - Assisting with student communication across settings
  - Assisting student with life (ADL's) and functional skills
  - Following any safety or medical plans as dictated by the teacher or school nurse

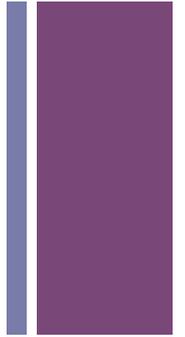
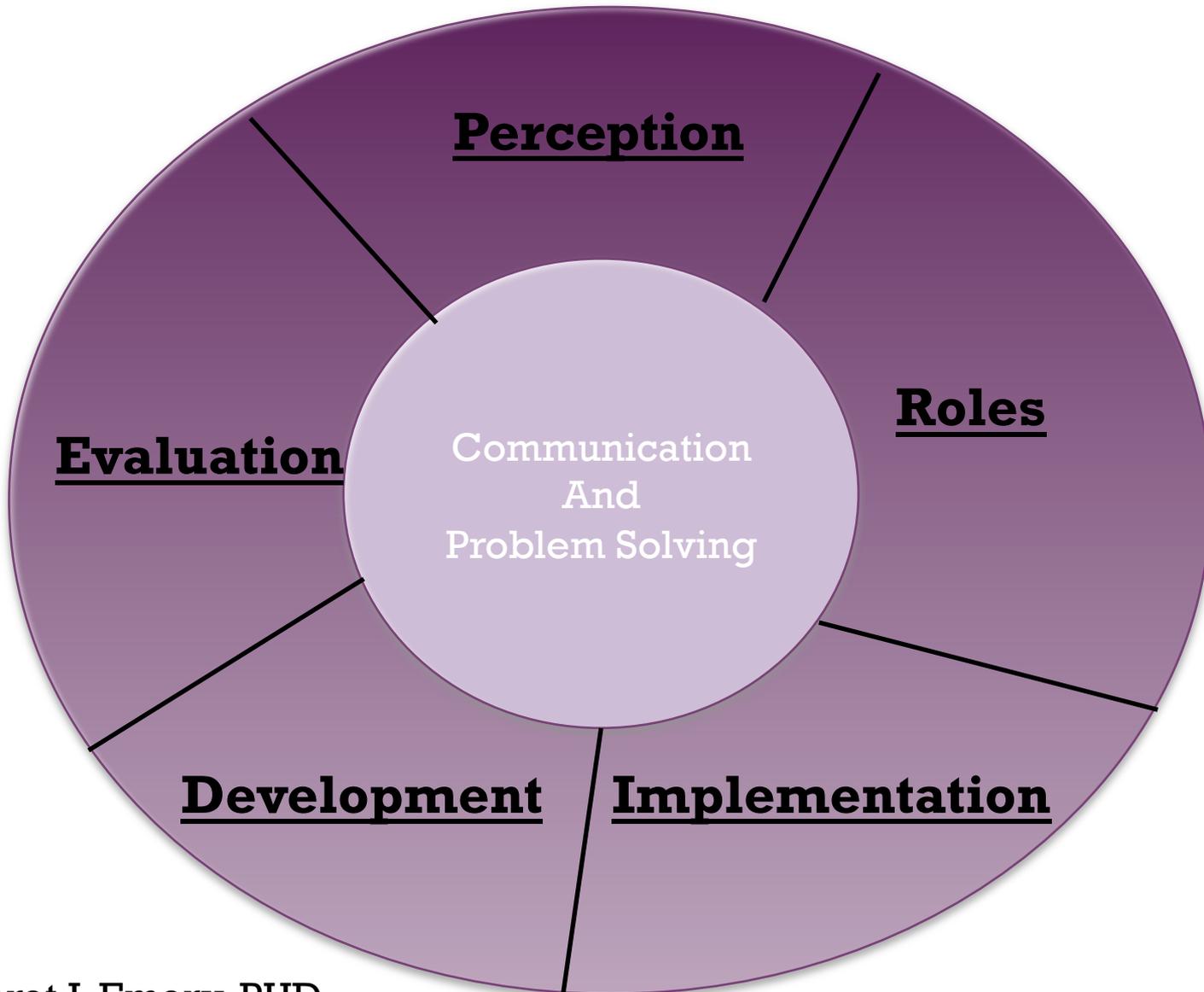


# + Roles of the Teacher

- Responsible for the direct instruction of all students
- Responsible for designing and initiating specialized instruction for all students which includes:
  - creating curriculum and materials
  - adapting existing curriculum
  - providing paraprofessionals with proper training, lesson plans and materials

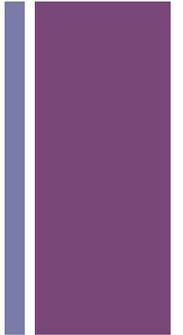


# + Building Team PRIDE\*



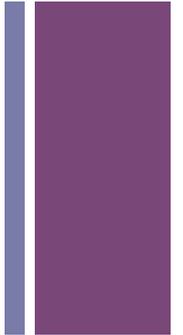


# Team Building



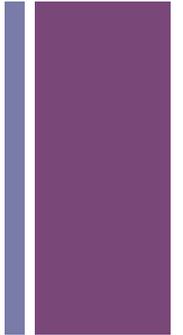
- Working together as members of a team is important when providing education to students with disabilities. The teacher and paraprofessional form a front-line team in providing services.
- Teaming is an on-going process. To begin, the team needs to be built on the premise of open communication and problem-solving.
- The team will work together to learn everyone's strengths, needs, and styles in order to work together to provide the best possible education for the students.
- Teaming implies different roles and different levels of responsibility.

# + Perception



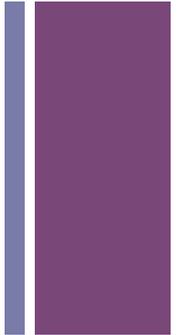
- Determine the personal goals, interests, and work styles of each member of the team
  - Interview\*
  - Work Style Worksheet\*
- After identifying interests, goals, and work styles you can develop specific job options for each member of the team

# + Roles



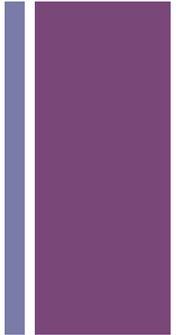
- Successful teams are clear on the roles and responsibilities of each team member. Teaming is not simply handing out assignments, but also negotiating roles, responsibilities, and expectations.
- Using a skills and needs assessment will allow the teacher, as the team manager, to provide opportunities for the paraprofessional to excel in areas that satisfy her skills and desires.
  - Teacher Needs Inventory\*
  - Paraprofessional Skills Inventory\*
  - Job description for Paraprofessional\*

# + Implementation



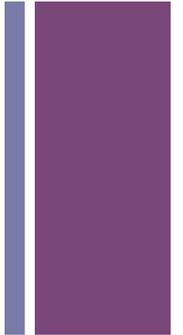
- Now that each member of the team is clear on what they need to do, apply these expectations to a daily routine.

# + Development



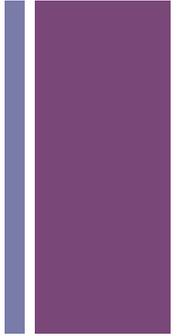
- Part of the teaming process is recognizing the need to change and grow. Teachers should develop a systematic plan of training activities to help facilitate growth and development.
- Training activities can include, but are not limited to:
  - Observing other paraprofessionals
  - Observing other classrooms
  - Reading resource materials
  - Receiving on-the-job coaching
  - Attending district inservices
  - Attending conferences
  - Tapping into community agency training (ex. Red Cross)

# + Evaluation



- Frequent feedback between the paraprofessional and the teacher is essential to a good working relationship. Evaluation sessions keep the team process on-going and is a key training tool.
- To be effective feedback meetings should:
  - Be held regularly
  - Have an agenda
  - Be brief and uninterrupted

# + Working together



When the teacher and the paraprofessional work together as a team, students experience more success.

Remember, the needs of the students need to come before the egos of the adults.