MYTHS About Paraprofessionals

- Paras will see that all the needs of the special students are met.
- The Para is fully trained.
- The Para receives all instructions from the special education teacher.
- The Para cannot be a part of student planning.
- Paras work with special needs students only.
- There are no restrictions on the use of paras, as long as what they're asked to do is in the best interest of the student or students.
- Paras always understand and support inclusive programming.
- Paras always know what to do.

Avoid the Aide Trap

- Make it very clear what the job responsibilities of your paras are.
- Focus on classroom aides instead of 1 to 1 paras.
- Establish criteria on how to track whether a student is making progress.
- Collect data supporting your findings.
- Provide training to paras.
- Include paras in professional development plans.
- Assign 1 to 1 services with a specific start and end time.

ROCKFORD BOARD OF EDUCATION
SCHOOL DISTRICT #205
201 SOUTH MADISON STREET
ROCKFORD, IL 61104

Student Name: _____ DOB _____ ID# _____

IDEA requires all students with disabilities to be educated with children who are not disabled and that the removal of students with disabilities occurs **ONLY** when the nature or severity of the disability is such that education in the general education classroom, with the use of supplementary aides and services, cannot be achieved satisfactorily.

Criteria for Least Restrictive Environment

LRE requires that an individualized assistant is to be considered **only** when the IEP team determines that the student cannot adequately be supported within the classroom by:

- General Education Teacher
- Special Education Teacher
- Special Education Classroom Assistant

Criteria for Special Education Individual Assistant

In order to maintain this student in the classroom, the use of individual assistance is recommended by the IEP team to address one or more of the following severe or profound issues:

Personal Care

- ☐ The student is medically fragile requiring continual monitoring of individual health needs and/or equipment.
- ☐ The student demonstrates profound or multiple physical limitations requiring assistance with daily living skills.
- ☐ The student demonstrates self-injurious behavior.
- ☐ The student demonstrates injurious behavior toward staff and/or other students.
- ☐ The student has made suicidal threats or has had previous suicidal attempts.

Instructional Support

- ☐ The student is significantly visually impaired and requires material modifications and adaptations.
- ☐ The student is significantly hearing impaired and requires sign language support.
- ☐ The student demonstrates pervasive severe characteristics of autism requiring significant curricular modifications.
- ☐ The student demonstrates pervasive severe/profound cognitive disabilities requiring significant curricular modifications.
- ☐ The student demonstrates pervasive severe/profound academic delays requiring significant curricular modifications.

Staff Support

- ☐ The student speaks limited English and requires assistance in all aspects of instruction and/or personal care to benefit from the curriculum.

LaSalle/Putnam County Educational Alliance for Special Education
1009 Boyce Memorial Drive Ottawa, IL 61350
PHONE/TDD: (815) 433-6433 FAX: (815) 433-6164

Paraeducator Planning Form

Student's Name:

Activity	Independent Tasks	Indiv. Help Needed	Natural Supports*	Specialized Adult Support
Transportation				
Before School Routine				
Academic Periods				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
Specials/Electives				
1.				
2.				
3.				
Transitions				
Lunch				
Recess				
Passing Periods				
Personal				
Eating				
Toileting				
Medication				
Travel				
Positioning				
Dressing				

*Natural supports (e.g. self monitoring, student helpers, volunteers, classroom teachers, etc.) MUST be considered before specialized adult support is assigned.

Describe the plan to foster independence and decrease the need for individual assistance:

What arrangements are planned in the event the assigned helper is absent?

What specialized training is needed for the paraeducator?

SPECIAL EDUCATION INDIVIDUAL ATTENDANT WORK PLAN REQUEST

Date: _____

Student: _____ Grade _____ School_____

Document the need for a support assistant by answering the following questions:

What specific task(s) does the student need help with?

_____
_____
_____
_____
_____

How frequently do these tasks occur?

_____
_____
_____

Is there already someone in the building who can provide the services noted above (e.g., another paraprofessional, a student)? Please describe why or why not.

_____
_____
_____
_____

Indicate which student goal(s) from the IEP will require a support person in order to be attained.

Goal # _____ Goal # _____
Goal # _____ Goal # _____

Describe the opportunities for the student to practice the goals independently without support help.

_____
_____
_____
_____