

Determining the Need for a Para

- What is the reason?
- What changes have already been made to accommodate the student's needs?
- ID two other solutions
- ID consequences/impact of solutions
- ID how para would be utilized?
- How would para be evaluated?
- ID plan to eliminate the need for para

Keep in Mind

Recent research has documented that inappropriately assigning a paraeducator to an individual student can have inadvertent and unintended detrimental effects. (Giangreco, Edelman, Broer & Doyle, in press).

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Guidance for Determining the Need for a 1:1 Paraeducators

1. Is there a safety concern for child or others?

Please describe.

Yes No

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2. Does the student require continual teacher prompts:
during instruction, and/or after instruction (e.g. during independent work)

Please describe.

Yes No

3. Does the student require assistance with basic functional skills?

toileting -
mobility -
feeding -
dressing -
following basic safety rules -
Please describe.

Yes No

4. Has an administrator observed the student?

Yes No

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5. Please note what interventions or program changes that have been tried and describe their rate of success. (Curriculum Change, Small Group, Peer Tutoring, Visual Structure, etc.)

6. Does this student have a behavioral intervention plan?

Please describe.

Yes No

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Other:

GOALS

- 1.** To provide support to the student during academic, social, vocational, and leisure activities.
- 2.** To enable students to become independent in their daily routines.
- 3.** To provide support to the classroom teachers of our students.