

Paraeducator Handbook





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Introduction

Paraeducators are faced with a rewarding yet challenging job. To work successfully with students, paraeducators need to keep their skills updated and stay informed about current educational issues. For these reasons, Puget Sound ESD's Paraeducator Program has developed this paraeducator handbook. This tool was designed to provide you with a consolidated source of helpful information and encourage you to seek training in areas you'd like to explore further. The Puget Sound ESD paraeducator handbook is meant to enhance your district's handbook, not replace it.

The handbook is a dynamic document you can use as you continue to develop in your role as a paraeducator. It is a reference tool and a place to keep district and instructional information. Your feedback is welcome. Let us know how you have found the handbook to be useful and include suggestions for ways it can be improved.

The efforts of many people went into the development of the Paraeducator Handbook. Special recognition goes to Bev Mathews, a paraeducator from the Federal Way School District. Without her ideas and hard work, this handbook would not have been completed.



A handwritten signature in blue ink that reads "Jane Robb-Linse". The script is fluid and cursive.

Jane Robb-Linse,
Director of Teaching & Learning, Paraeducator Programs
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Washington State Learning Goals

These four learning goals provided the foundation for development of the Essential Academic Learning Requirements (EALRs):

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
3. Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

Essential Academic Learning Requirements (EALRs)

Washington state's Essential Academic Learning Requirements provide an overview of what students should know and be able to do in grades K-10.

Grade Level Expectations (GLEs)

The GLEs provide detail about what students should know and be able to do by grade level. GLEs are aligned from kindergarten through grade 10 so that parents, students and educators can see how skills and knowledge build from year to year. GLEs are being developed for each content area.

Online Grade Level Resources: www.k12.wa.us/ealrs

This website is designed to support instruction of the EALRs/GLEs by providing materials and resources aligned to the Grade Level Expectations (GLEs).

What is a Paraeducator?

A paraeducator is a school employee who works under the supervision of a certificated/licensed staff member to support and assist in providing instructional and other services to children and youth and their families. The certificated/licensed staff member remains responsible for the overall conduct and management of the classroom or program including the design, implementation, and evaluation of the instructional programs and student progress. (Adapted from A.L. Pickett, Director for the National Resource Center for Paraprofessionals, City University of New York, 1993.)

“Para” means “alongside.” The general public has an understanding of this term because of paralegals and paramedics. “Paraeducator” means working alongside an educator.

“Supervision” refers to directing the work of a paraeducator; it does not refer to hiring, firing or evaluating the paraeducator although certificated or licensed staff could have input.

Job Titles

Over the years, more than 15 different job titles have been used to describe a paraeducator. Examples of some titles are:

- **Aide**
- **Classroom Assistant**
- **Educational Assistant (EA)**
- **Educational Paraprofessional**
- **Instructional Aide (IA)**
- **Instructional Assistant (IA)**
- **LAP Assistant**
- **Paraeducator**
- **Paraprofessional**
- **Special Education Assistant**
- **Teacher Aide (TA)**
- **Teacher Assistant (TA)**

“Paraeducator” or “paraprofessional” is currently the most generally accepted and recognized job title.

Washington State Core Competencies for Paraeducators

WAC 392-172-200 Staff Qualifications for Special Education Funding

Classified staff shall present evidence of skills and knowledge necessary to meet the needs of students with disabilities, and shall be supervised consistent with WAC 392-172-045 (4) (a) (iii). Districts shall have procedures that ensure that classified staff receive training to meet state recommended core competencies pursuant to RCW 28A.415.310.

The competencies are guidelines for the knowledge and skills that paraeducators should demonstrate in order to work with students with disabilities. This expanded role has dramatically increased the number of paraeducators in the school system in the past decade. Paraeducators are integral to the delivery of instructional and other services to students with disabilities. As a result, there is a need to develop systems that support paraeducators to guarantee quality instruction and services for children with disabilities. Training of paraeducators will contribute towards improved student learning.

NOTE: Competency standards are arranged in the following order:

- a) **Awareness** (knowing or realization; a simple recognition)
- b) **Knowledge** (acknowledgment; familiarity; acquaintance with facts; being informed)
- c) **Understanding** (having a clear perception of the meaning)
- d) **Ability** (able to apply or demonstrate)

To work in education and related services programs for children and youth with disabilities, paraeducators will demonstrate:

1. Understanding the value of providing instructional and other direct services to all children and youth with disabilities.
2. Understanding the roles and responsibilities of certificated/licensed staff and paraeducators.
3. Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.
4. Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.
5. Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.
6. Ability to provide positive behavioral support and management.
7. Knowledge of the legal issues related to the education of children and youth with disabilities and their families.
8. Awareness of diversity among the children, youth, families and colleagues with whom they work.
9. Knowledge and application of the elements of effective instruction to assist teaching and learning as developed by the certificated/licensed staff in a variety of settings.
10. Ability to utilize appropriate strategies and techniques to provide instructional support in teaching and learning as developed by the certificated/licensed staff.
11. Ability to motivate and assist children and youth.
12. Knowledge of and ability to follow health, safety and emergency procedures of the agency where they are employed.
13. Awareness of the ways in which technology can assist teaching and learning.
14. Awareness of personal care and/or health related support.

No Child Left Behind *ParaProfessional Requirements*

The law states in Section 1119(g) that all paraprofessionals who are performing instructional duties and are funded with Title I funds, including all paraprofessionals performing instructional duties in a schoolwide building, must meet specific requirements.

Paraprofessionals must currently have a secondary school (high school) diploma or its recognized equivalent, and one of the three requirements when hired:

1. Complete at least two years of study at an institution of higher education; or
2. Obtain an associate's (or higher) degree; or
3. Meet a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:
 - Knowledge of, and the ability to assist in instructing, reading, writing and mathematics;
 - Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness as appropriate.

Washington's Solutions to Fulfill the NCLB Paraprofessional Requirements

- **Complete two years of study at an institution of higher education.**

For Washington, two years of study is defined as 72 quarter or 48 semester credits. The institution of higher education must be a nationally recognized accrediting agency that is public or non-profit and provides an educational program for which the institution awards a bachelor's degree or provides not less than a two-year program that is acceptable for full credit toward such a degree.

- **Obtain an associate's (or higher) degree**

Institutions of higher education, both four and two year institutions, grant several different types of associate's degrees. Any of these associate's degrees will fulfill this requirement.

- **Formal Assessment**

Paraprofessionals who do not qualify either through two years of study at an institution of higher education or an associate's degree must qualify to meet the requirement through one of the following four options designated as a formal assessment of rigorous standard of quality. The means by which a paraeducator can meet this requirement is at the district's discretion.

- *ParaPro Assessment developed by the Educational Testing Service (ETS), or*
- *A portfolio assessment process, or*
- *A process whereby school districts can evaluate their current assessment procedures to determine if they meet the rigorous standard of quality as defined by Section 1119 and the November 2002 US Department of Education non-regulatory guidance for Title I paraprofessionals, or*
- *Completion of an approved Apprenticeship Program by the Washington State Apprenticeship and Training Council and registered with the Washington State Department of Labor and Industries.*

For more information on No Child Left Behind legislation and requirements visit:

**U.S. Department of Education:
www.ed.gov/nclb/landing**

**State Office of Superintendent of Public Instruction:
www.k12.wa.us**

Roles and Responsibilities

Roles of the Paraeducator

1. Monitor and assist students during teacher-directed, whole class instruction.
2. Monitor and support students during independent work or cooperative learning activities under teacher direction.
3. Provide follow-up instruction after teacher-directed instruction.
4. Provide small group instruction (pre-teaching or alternative instruction) to students under teacher direction.
5. Train others (peer partners, peer tutors, volunteers, parents) to provide instruction or assistance to students under the direction of a certificated staff member.
6. Support students' instructional program through the preparation of materials and the fulfillment of other clerical tasks.
7. Monitor students in a variety of settings such as the cafeteria, bus loading area, playground, hallway or auditorium.

The following chart compares and contrasts the roles of both the teacher and paraeducator.

Task	Roles Performed by Teacher	Roles Performed by Paraeducator
Classroom Organization	<ul style="list-style-type: none"> Plans weekly daily schedule Plans lessons/activities for entire class and individual children Plans room arrangement and learning centers 	<ul style="list-style-type: none"> Implements plan as specified by the teacher
Assessment	<ul style="list-style-type: none"> Assesses individual children Administers tests to entire class 	<ul style="list-style-type: none"> Assists with monitoring and scoring objective tests
Setting Objectives	<ul style="list-style-type: none"> Determines appropriate objectives for class and for individual children 	<ul style="list-style-type: none"> Implements lessons to meet child's instructional objectives
Teaching	<ul style="list-style-type: none"> Teaches lessons for the entire class, small groups and individual children 	<ul style="list-style-type: none"> Assists and monitors small groups and individuals with designated lessons
Behavior Management	<ul style="list-style-type: none"> Plans behavior management strategies for entire class and for individual children 	<ul style="list-style-type: none"> Implements behavioral management strategies using the same emphasis and techniques as the teacher; reports progress
Working with Parents	<ul style="list-style-type: none"> Meets with parents Initiates conferences concerning child's progress 	<ul style="list-style-type: none"> May attend parent conferences and meetings when appropriate
Individual Educational Planning	<ul style="list-style-type: none"> Develops and implements IEP Revises instructional programs Designs instructional materials Attends inservice meetings and professional development trainings 	<ul style="list-style-type: none"> Carries out teacher's plans for child Monitors student progress in instruction programs and relates findings to supervising teacher Constructs materials designed by supervising teacher May attend professional development meetings for paraeducators
Roles Source: Archer, 1996. Chart Source: Gerlach, Pickett, Vasa, 1990.		

Questions to Ask the First Week on the Job

1. Is there a required orientation to this position?
2. Who is my direct supervisor, or who are my supervisors?
3. If I will be working with more than one teacher, how will my time be divided? Who determines this?
4. When is the scheduled meeting time with my supervisor?
5. What staff development (training opportunities) will be available to me? What additional training will be required of me in the future?
6. Who evaluates me? How often will I be evaluated?
7. How will I receive communication from my supervisors, school administration and the school district?
8. What are my assigned hours? What schedules am I responsible for following? Can I anticipate my schedule changing in any way?
9. When do the students arrive? When do they leave?
10. What will be my role in instructional duties? What will be my role in non-instructional duties?
11. What records will I be responsible for keeping?
12. What are the district's regulations regarding emergency provisions (fire drills, earthquake drills, etc.), reporting suspected child abuse concerns, etc.
13. What are the district's regulations regarding discipline? What is expected of me in terms of student discipline?
14. Will I be responsible for any lunchroom, playground duties or activities?
15. Where are supplies, equipment and materials kept? How are they obtained? When will I be trained to use the materials or equipment?
16. What is the line of communication and authority I am expected to follow? In other words, what is the chain of command in the district?
17. To whom should I direct questions regarding district policy?
18. What are the district's policies regarding confidentiality?
19. What student records are available to me?
20. Where is my "spot"? In other words, where do I put my personal things and where do I keep the materials I will be using?
21. What should be my response when a parent raises a question regarding a child I am working with?
22. Is there anything I am expected to do that wasn't mentioned in the interview or on the job description?
23. Am I expected to go to staff meetings?
24. When the teacher is absent, will my role change in any way? If I am absent, will there be a substitute for me? Who do I call if I am ill and not able to come to work?
25. Are there any affiliations or organizations (for example, a union for paraeducators) that I will be expected to join?

Reprinted with permission. Source: *Paraeducator and Teacher Team: Strategies for Success, Fifth Edition* by Kent Gerlach. ©2007 Pacific Training Associates, Seattle, WA.

Suggested Code of Ethics for Paraeducators

A code of ethics defines and describes acceptable practices. A code for paraeducators would examine specific responsibilities of the paraeducator, as well as the relationships that must be maintained with students, parents, teachers, school and community.

Accepting Responsibilities

- Recognize that the supervisor has the ultimate responsibility for the instruction and management, and follow the directions prescribed by him/her.
- Engage only in activities for which you are qualified or trained.
- Do not communicate progress or concerns about students to parents unless directed to do so by the supervising teacher.
- Refer concerns expressed by parents, students, or others to the supervising teacher.

Relationships with Students and Parents

- Discuss a child's progress, limitations and/or educational program only with the supervising teacher in the appropriate setting.
- Discuss school problems and confidential matters only with appropriate personnel.
- Refrain from engaging in discriminatory practices based on a student's disability, race, sex, cultural background or religion.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Present yourself as a positive adult role model.

Relationship with the Teacher (Supervisor)

- Recognize the teacher as a supervisor and team leader.
- Establish communication and a positive relationship with the teacher.
- When problems cannot be resolved, utilize the school district's grievance procedures.
- Discuss concerns about the teacher or teaching methods directly with the teacher.

Relationship with the School

- Accept responsibility for improving skills.
- Know school policies and procedures.
- Represent the school district in a positive manner.

Confidentiality and Ethics

Maintaining confidentiality is mandated by the Federal Educational Rights and Privacy Act. It is the law and it is imperative that school personnel follow this ethical code of conduct. We are expected to respect the legal and human rights of children and their families. Therefore, maintaining confidentiality is essential.

Tips for staff

- Never violate confidentiality! Understand the rule “Need to Know vs. Desire to Tell.” It will guide you in deciding when and to whom you share student information. Only those people who are directly involved in the education of a special needs student may have specific student information.
- Remember you have both your public and private self. As an educator you are always scrutinized by your community. It is important to project a professional ethical image both in and out of school.
- If you are unsure about accessing specific student information, ask your supervising teacher.
- If you are unsure about sharing student information, defer to your supervising teacher.

What are the legal and ethical duties of paraeducators?

Paraeducators must:

1. Maintain confidentiality;
2. Respect the legal and human rights of children, youth and their families;
3. Follow district policies for protecting the health, safety, and well-being of children and youth;
4. Demonstrate an understanding of distinctions in roles of various educational personnel;
5. Follow the directions of teachers and other supervisors;
6. Follow the chain of command for various administrative procedures;
7. Demonstrate dependability, integrity, respect for individual differences and other standards of ethical conduct;
8. Demonstrate a willingness to participate in training activities to improve performance.

Policies and Procedures

Paraeducators need to be aware of district and school policies and procedures.

The following are some policies and procedures that vary according to each district:

- District Policy for Paraeducator Training
- Benefits/Working Conditions
- Supervision Policy
- Discipline Policy
- Evaluation Procedures
- Emergency Procedures/School Policy

Used with permission. Source: Adapted from the National Resource Center for Paraprofessionals by A. L. Pickett. City University, New York, New York

Child Development

Children develop in predictable stages of cognitive, physical/sensory, social/emotional and language development. This development does not necessarily proceed evenly and is affected by such factors as heredity and the environment. The following chart describes some general characteristics of developing children:

5 Year Old

Physically:	<ul style="list-style-type: none"> has good general motor control 	<ul style="list-style-type: none"> girls usually about a year ahead of boys in physical development 	<ul style="list-style-type: none"> handedness is established eye-hand coordination improving but limited
Emotionally:	<ul style="list-style-type: none"> affectionate with others fluctuates between dependency and growing independence 	<ul style="list-style-type: none"> anger may be displayed in temper tantrums 	<ul style="list-style-type: none"> become anxious and shows unreasonable fears at times
As a Learner:	<ul style="list-style-type: none"> has short attention span language is growing more complex displays some infantile articulation in speech 	<ul style="list-style-type: none"> very curious purposeful and constructive; decides on actions before beginning them creative and imaginative 	<ul style="list-style-type: none"> enjoys experimenting with new materials talks freely; may have difficulty listening to others because of eagerness to share own experience
With Others:	<ul style="list-style-type: none"> capable of having, keeping friends is mainly a family member; likes to help parents impatient for turns 	<ul style="list-style-type: none"> aware of rivalry with others for attention tends to be poor group member because of tendency to be a tattletale 	<ul style="list-style-type: none"> can be demanding in groups has difficulty recognizing ownership; pulls, grabs or takes from others

6 Year Old

Physically:	<ul style="list-style-type: none"> easily fatigued, needs up to eleven hours sleep 	<ul style="list-style-type: none"> lacks development of small muscles very active 	<ul style="list-style-type: none"> difficulty sitting still; has limited eye-hand coordination
Emotionally:	<ul style="list-style-type: none"> craves praise; rejects correction easily discouraged wants to feel secure 	<ul style="list-style-type: none"> greatly stirred up by excitement has sense of humor 	<ul style="list-style-type: none"> cries, has tantrums fears being late to school
As a Learner:	<ul style="list-style-type: none"> full of curiosity interested primarily in self lives in the present has difficulty making decisions 	<ul style="list-style-type: none"> little concept of time has short attention span wants to learn many new skills learns through active participation 	<ul style="list-style-type: none"> enjoys listening to stories, poems reaching reading readiness stage; reads pictures, printed symbols
With Others:	<ul style="list-style-type: none"> wants to play with other children likes some group play, but may have difficulty accepting adult direction wants to be first likes variety in play, work 	<ul style="list-style-type: none"> likes responsibility likes to imitate, dramatize is very talkative is at times angelic, generous, companionable; at other times, self-centered and demanding 	<ul style="list-style-type: none"> is sometimes quarrelsome, rude, rebellious likes family outings is beginning to be aware of own race is eager to win adult approval

7 Year Old

Physically:	<ul style="list-style-type: none"> • in a period of slow, steady growth • has uneven, incomplete muscle development 	<ul style="list-style-type: none"> • has more control of large muscles than small 	<ul style="list-style-type: none"> • improved in eye-hand coordination, but not yet ready for close, fine work
Emotionally:	<ul style="list-style-type: none"> • confused by sudden changes: needs time to adjust to new situations • easily overstimulated 	<ul style="list-style-type: none"> • sets unrealistic goals, then feels frustrated • moody • pretends not to hear when too much guidance is offered 	<ul style="list-style-type: none"> • concerned about treatment received from others • has sense of humor
As a Learner:	<ul style="list-style-type: none"> • inquisitive and curious • has short attention span • has established speech habits; enjoys talking • ability to think clearly exceeds ability to express thoughts • developing ability to express 	<ul style="list-style-type: none"> • can share personal experiences with small groups • learns most readily through concrete experiences, active participation • draws upon experience to solve problems • understands some words without direct experience 	<ul style="list-style-type: none"> • developing independence in thinking, working • likes to demonstrate ability to make choices • can help plan simple, immediate activities • has increased ability to generalize, organize, classify, reason
With Others:	<ul style="list-style-type: none"> • wants group involvement, yet individualist and self-centered • competitive; likes to be first • likes to imitate peers, adults 	<ul style="list-style-type: none"> • careless of others' property, but protective of own things • wants approval and assurance of adults and peers, but also wants to feel independent • begins to join playground games 	<ul style="list-style-type: none"> • appreciates contributions of others • shows race and group consciousness • eager to please

8 Year Old

Physically:	<ul style="list-style-type: none"> • growing slowly, steadily; arms are lengthening, hands are enlarging • sometimes awkward because of uneven growth • restless and fidgety 	<ul style="list-style-type: none"> • improved muscular coordination, but still has better control over large muscles than small • developmentally ready to see both near and far 	<ul style="list-style-type: none"> • shows much interest in developing eye-hand coordination skills • energetic, but tires easily • has high accident rate due to tendency to be daring thinking • likes variety in school day
Emotionally:	<ul style="list-style-type: none"> • when angry or tired, acts careless and noisy • very eager; has more enthusiasm than wisdom • self-critical; is maturing in capacity for self-evaluation • wants to be good • needs much praise, encouragement 	<ul style="list-style-type: none"> • eager to be considered grown up • wants prestige; may seek it through boasting • more dependent on parent(s) and less so on teacher • likes to giggle; does so without much provocation 	<ul style="list-style-type: none"> • may have many fears, such as fear of being alone or of dark • needs to be protected from overstimulation in environment • can initiate, plan activities

(continued on following page)

8 Year Old *(continued)*

As a Learner:	<ul style="list-style-type: none"> • inquisitive and curious • has short attention span • has established speech habits; enjoys talking • ability to think clearly exceeds ability to express thoughts • developing ability to express • can share personal experiences with small groups 	<ul style="list-style-type: none"> • learns most readily through concrete experiences, active participation • draws upon experience to solve problems • understands some words without direct experience • developing independence in thinking, working 	<ul style="list-style-type: none"> • likes to demonstrate ability to make choices • can help plan simple, immediate activities • has increased ability to generalize, organize, classify, reason adventure stories, fairy tales, singing, rhythms, collections of all kinds
With Others:	<ul style="list-style-type: none"> • likes to talk • likes to be with people • desires approval of peers, adults • prefers to work, play with those of own sex • chooses own friends; tends to have a best friend • likes to take part in same activities that friends do 	<ul style="list-style-type: none"> • wants to look like others • has increased ability to work, play in groups • likes school • alert, friendly, interested in people • desires to be part of the group • enjoys dressing up, playacting with friends 	<ul style="list-style-type: none"> • behaves in contradictory ways, such as fighting with best friend • likes to argue • very sensitive to criticism from adults • dislikes being told what to do; prefers subtle hint • able to accept some responsibility

9 Year Old

Physically:	<ul style="list-style-type: none"> • eyes are now ready for close, detailed work 	<ul style="list-style-type: none"> • has good eye-hand coordination; is ready for crafts, shopwork, maps, other detailed work 	<ul style="list-style-type: none"> • uses both large and small body muscles • tends to assume awkward body postures
Emotionally:	<ul style="list-style-type: none"> • becomes irritable, exhausted from working or playing too hard • strives to improve skills; has spirit of competition 	<ul style="list-style-type: none"> • makes extreme, quick emotional shifts; can swing from fair play to aggression, from humor to hostility • worries about health, schoolwork, report cards, failure 	<ul style="list-style-type: none"> • embarrasses easily • annoyed by small details of living, such as keeping track of belongings, being neat • thinks own things are best; family, class, teacher, school
As a Learner:	<ul style="list-style-type: none"> • desires to build body of knowledge about such things as social studies, science, sports records, television • notices life sequence, studies people for evidence of change • observes, thinks critically of self and world • finds homework interesting if allowed to offer own thoughts • objects to interruption of favorite school activities 	<ul style="list-style-type: none"> • finds pleasure in using own skills; reading for information, writing to communicate own ideas, organizing to improve own work • discriminates between meanings of words • becoming more creative in thought, written language • plans activities in detail • enjoys written work 	<ul style="list-style-type: none"> • compares grades with classmates; blames own poor scholarship on outside factors • prefers reading silently for pleasure, orally for information • often forgets to bring books, supplies from home • likes music, wants to take instrumental lessons • prefers individual instruction from teacher

9 Year Old *(continued)*

With Others:	<ul style="list-style-type: none"> likes most activities of school day identifies self as part of group periodically practices good manners desires information about family background stresses fair play within competition; judges teachers, friends accordingly shows more interest in activity than in people doing the activity 	<ul style="list-style-type: none"> supports importance of group over individual strives to live by own group's goals is likely to pick on others or be picked on by peers doesn't stay long with any activity engages in more giggling, whispering, secretive conversations than before 	<ul style="list-style-type: none"> likes to help friends is rowdy one moment, polite the next evaluates self, others by own standards; ignores adult opinions enjoys frightening, spying on, hiding from, scuffling with friends can enjoy games as spectator as well as participant
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10 Year Old

Physically:	<ul style="list-style-type: none"> has boundless energy shows increased skill in use of hands displays eye-hand coordination far beyond that of earlier childhood 	<ul style="list-style-type: none"> displays uneven growth of different body parts likes games requiring a variety of skills 	<ul style="list-style-type: none"> often has poor posture tires easily and is awkward and restless, due to rapid, uneven growth
Emotionally:	<ul style="list-style-type: none"> responds very positively to praise sometimes overcritical, unchangeable, uncooperative resents being nagged, condemned, talked down to 	<ul style="list-style-type: none"> wants security that comes from adult approval often rebels against practice of personal hygiene gains much satisfaction from increased ability to achieve 	<ul style="list-style-type: none"> growing in ability to accept consequences of own mistakes, if not too serious more interested, concerned about ideas and beliefs of others than of self
As a Learner:	<ul style="list-style-type: none"> has broadening interests curious about how things work eager to explore; enjoys attacking problems likes to read willing to read extensively to solve problems wants to improve own ability, master skills has increasing attention span 	<ul style="list-style-type: none"> enjoys realistic and factual materials in books likes to take part in discussions is beginning to understand sequencing in historical events understands some geography collects stamps, models, stray pets shows increasing interest in community, nation, world 	<ul style="list-style-type: none"> begins to understand that there are problems in outside world develops realistic sense of own strengths and weaknesses, likes and dislikes begins to realize importance of expressing own ideas in clear, comprehensive way likes adventure
With Others:	<ul style="list-style-type: none"> becoming increasingly independent has strong sense of justice and honor is fundamentally honest likes group activities in work, play willing to abide by group decisions 	<ul style="list-style-type: none"> has best friends of same sex likes games in which girls play against boys desires admiration, approval of own age group interested in gangs or clubs with secret words, codes will join in a discussion of an individual club member's shortcomings 	<ul style="list-style-type: none"> engages in roughhousing, pointless laughter, practical jokes, silly antics tends to rebel at suggestions from adults responds readily to affection and humor from adults tends toward hero worship

11 Year Old

Physically:	<ul style="list-style-type: none"> possesses much energy; is restless grows rapidly in weight, height (especially girls) is less fearful than before of physically demanding games 	<ul style="list-style-type: none"> experiences growth plateaus followed by uneven development of body parts, often causing awkwardness takes shorter rest periods than before 	<ul style="list-style-type: none"> develops pimples; perspires profusely shows evidence of physical maturity (physically, girls are often a full year ahead of boys)
Emotionally:	<ul style="list-style-type: none"> experiences fulfillment from succeeding in risk-taking play is curious about personal relationships 	<ul style="list-style-type: none"> wants to express affection; can find an outlet for this in caring for pets 	<ul style="list-style-type: none"> is growing in development of feelings and judgements that are more stable, less self-serving
As a Learner:	<ul style="list-style-type: none"> interested in books on adventure, mystery, science, nature shows progress in generalizing, making deductions 	<ul style="list-style-type: none"> shows increased skill in problem solving interested in other people's ideas has greater understanding of concepts of time, place 	<ul style="list-style-type: none"> has highly developed sense of rhythm, sound discrimination, associative memory shows interest in and works effectively with concrete materials such as clay, paints, wood
With Others:	<ul style="list-style-type: none"> is eager to get along in peer groups considers peer approval more important than adult approval wants prestige in own group wants to dress like friends; adopts fads 	<ul style="list-style-type: none"> wants to belong to clubs with rules reacts favorably to understandable authority interested in rivalry, competition 	<ul style="list-style-type: none"> likes team games respects good sportsmanship interested in earning money for special wants is beginning to understand interdependence of people

Characteristics of the twelve and thirteen-year-old as a learner are not given below since, generally speaking, changes in this area after age eleven are not nearly as rapid as before. Children between the ages of eleven and fifteen share certain mental characteristics. They think more logically. They can make deductions. They develop higher math skills. They combine ideas and see contradictions more easily. Children in this age range do continue, however, to experience changes physically, emotionally, and socially.

12 Year Old

Physically:	<ul style="list-style-type: none"> • fatigues more easily than in past few years • sleeps less deeply than before 	<ul style="list-style-type: none"> • is able to sit quietly for increasingly longer periods of time 	<ul style="list-style-type: none"> • shows definite signs of the beginning of puberty
Emotionally:	<ul style="list-style-type: none"> • restricts showing affection for parents • worries about schoolwork, exams • expresses anger verbally more often than before 	<ul style="list-style-type: none"> • cries less often • conceals hurt feelings • shows less jealousy, except toward siblings 	<ul style="list-style-type: none"> • shows maturing sense of humor • growing cautious about expressing emotions
With Others:	<ul style="list-style-type: none"> • likes team aspect of games • gets along better with friends and parents than in past few years 	<ul style="list-style-type: none"> • shows increasing tact with siblings • likes teachers 	<ul style="list-style-type: none"> • more critical of self than before • finds role model of same sex

13 Year Old

Physically:	<ul style="list-style-type: none"> • experiencing full-blown puberty 	<ul style="list-style-type: none"> • more likely to be overweight than underweight 	<ul style="list-style-type: none"> • often has tremendous appetite
Emotionally:	<ul style="list-style-type: none"> • spends much time in daydreaming, fantasy • very concerned with physical appearance 	<ul style="list-style-type: none"> • accepts self less than during previous year 	<ul style="list-style-type: none"> • tends to worry about health
With Others:	<ul style="list-style-type: none"> • takes risks that may include minor delinquency • has difficulty balancing demands of peers, adults 	<ul style="list-style-type: none"> • has conflicts with parents more than ever before • girl changes friends often; seeks to belong to peer group 	<ul style="list-style-type: none"> • boy seeks best friends of same sex • shows disapproval of nonconforming peers

Behavior Management

When working with students, the paraeducator will be expected to support the behavior management plan of the teacher. It is important to discuss with each teacher the behavior expectations and interventions which s/he has established, and to define the role of the paraeducator in carrying out that plan.

The use of proactive management strategies often helps paraeducators avoid possible management difficulties. Proactive means planning ahead to avoid problems. Following is a list of proactive management strategies which have proven successful in the classroom. It is preferable to spend the majority of our behavior management energies here.

Proactive Management Strategies

Strategy	Example
• Avoid the void	Plan an abundance of activities, each session. When a natural void occurs, give students a specific behavior. ("I need to locate our word list. You may talk quietly.")
• Establish clear expectations for desired behavior	Establish and post no more than five rules for group instruction. Rules should be positively stated with the most important listed first.
• Use non-verbal cues	Smile, nod, make eye contact with student, give a "thumbs up" sign.
• Use proximity	Move closer to a student who is off task.
• Show respect/regard for all students	Say "thank you" when student complies with a request. Use calm voice and manner, even when student becomes agitated.
• Address students by name	"Good morning, Nadia." "Gary, that's a good start."
• Use students' names in examples during instruction	"If Gary had eight packs of baseball cards and there were 20 cards in each pack, how many cards would Gary have?"
• Provide praise to students as a group	"You are doing an excellent job of practicing spelling words in pairs."
• Provide praise to individual students	"That is an excellent topic sentence."
• Provide non-contingent acknowledgement to all students	"That's a great, new hair-do." "I enjoyed talking with you."
• State your expectations before each activity	"We'll be reviewing fractions. After I give you a problem, you will work it out on your paper. When I give the signal you will compare your answer to your partner's."
• Restate the task or the rule for the group	"We're answering the first question on page 12." "Thank you for finding your seats before the bell rings."

Behavior Management *continued*

In spite of our prevention strategies, sometimes misbehaviors will occur that call for adult response. The following procedures are provided as possible examples. Remember that specific intervention strategies need to be discussed ahead of time with the teacher. It is desirable to have such a plan in place before a behavior problem emerges.

Behavior Management Strategies for Paraeducators

Supporting Teachers During Whole-Class Instruction

When a behavioral challenge begins to emerge, assist in a non-instructive manner that allows the lesson momentum to continue. Some possible options include:

1. Stand near the student/s exhibiting inappropriate behavior. Maintain your attention on the teacher.
2. Touch the student's back, then step away, while maintaining your attention on the teacher.
3. Communicate to the student using nonverbal procedures, such as eye contact, a nod, or gesture.
4. If necessary, give a quiet, private redirective to the student. Tell the student the exact behavior that you desire. End the directive with "Thank you," and move your attention away from the student.

When Providing Small-Group Instruction

When monitoring students apart from the teacher—in a small group in the back of the classroom, or in another room—the following management strategies may be helpful.

When a behavioral challenge begins to emerge, ignore the behavior if:

- you can teach,
- the student can learn,
- his/her classmates can learn, and
- the behavior is unlikely to escalate.

If it is a behavior you cannot ignore, use this five step behavior plan:

1. Use nonverbal communication (eye contact, proximity, touch.)
2. Give a redirective to the group.
3. Praise students who are making appropriate choices.
4. If necessary, give a quiet, private redirective to individual students. State the exact behavior that you desire. End the directive with "Thank you," and move your attention away from the student.
5. If the off-task behavior continues, give a choice that involves a consequence. ("If you don't put the magazine away, I will need to take it away.")

Teaming with the Teacher to Assist with Instruction

Assisting with instruction is defined by the roles and responsibilities of a paraeducator:

Providing instructional services to students while working under the direct supervision of a teacher.

Working under the direct supervision of a teacher is interpreted, through the US Department of Education's Title I Paraprofessional Non-regulatory Guidance (November 2002), to mean:

The teacher:

- Plans the instructional support activities the paraprofessional carries out.
- Evaluates the achievement of the students with whom the paraprofessional is working.

The paraprofessional:

- works in close and frequent proximity with the teacher.

Assisting with instruction has the following four components:

Part I: Planning

- The teacher and paraeducator collaborate to prepare the lesson, identify who the lesson is for, and the objectives and purpose of the lesson.

Part II: Working with Students

- The paraeducator implements the lesson prepared by the teacher.

Part III: Communicating the Performance of Students to the Teacher

- The paraeducator records the student performance and communicates this information to the teacher.

Part IV: Reflection on the Instructional Session

- The paraeducator self-assesses their success in teaching the lesson including their interactions with the teacher and students during the planning, working with students, and communicating the performance of students to the teacher.

Reflection questions:

What went well?

What didn't go well?

What additional information or strategies do I need?

What would I do differently next time?

Effective Instructional Strategies

The teacher has the contractual responsibility for designing instruction and management programs for students. The paraeducator is often called upon to help carry out and monitor these programs. It is also the responsibility of the teacher to introduce and model instructional programs for paraeducators. Some of the instructional strategies which teachers often select for use by paraeducators are:

1. Provide additional input to students which parallels the teacher's input:

- **I DO IT** Provide additional modeling (demonstration) for the student, using wording similar to that used by the teacher.
- **WE DO IT** Prompt or guide students in completing additional items. Fade the assistance as students demonstrate competency.
- **YOU DO IT** Observe students completing items independently.

2. Promote the use of learning strategies selected by the teacher to assist the student:

- a. An effective strategy for answering written questions:
 1. Read the question carefully.
 2. Change the question into part of the answer and write it down.
 3. Locate the part of the chapter/story which talks about that topic.
(Use headings and sub-headings.)
 4. Read the section until you find the answer.
 5. Complete your answer.
- b. An effective strategy for studying or memorizing information (RCRC):

R = Read	Read a little bit of material. Read it more than once.
C = Cover	Cover the material with your hand.
R = Recite	Tell yourself what you have read. Say the topic and important details in your own words.
C = Check	Lift your hand and check. If you forget something that is important, begin again.

c. An effective strategy for proofreading:

1. Check to be sure each sentence makes SENSE.
2. Check the CAPITALS.
3. Check the PUNCTUATION.
4. Check the SPELLING:

If you don't know how to spell a word:

- look in the assignment
- look in the textbook
- look in the glossary
- if you can't find the correct spelling, underline the word.

When you finish proofreading:

- ask someone how to spell the word
- look up the word in a dictionary
- if you still can't spell the word, use another word.

3. An effective procedure for teaching students a list of words:

- "This word is _____. (I do it)
- "Say it with me: _____. (We do it)
- "What word? _____. (You do it)
- If the student mispronounces a word, say:
"This word is _____. What word?"

Return to the top of the list. Point to each word and say: "What word? _____" Repeat until the word list is read accurately.)

4. An effective procedure for teaching spelling words:

- Point to the first word. "This word is _____. What word? _____"
- "_____ is spelled _____. Spell _____."
- Cover up the word. "Write _____."
- Uncover the word. "Check your word."

- Repeat for remaining words.
- If student spells a word incorrectly, have the student cross out the word and copy it correctly.
- Check up: "Let's check these words. Turn your paper over. The first word is _____ write _____. The next word is _____" Continue for the rest of the words.

5. Some effective procedures for helping students read material above their independent reading level:

- Read selection to students.
- Read orally to students, pausing before elected words; students fill in the next word chorally.
- Have students read chorally with you.
- Have students read a paragraph to a partner.
- Have students read a paragraph with their partner.
- Have students read a paragraph silently, looking for a specific piece of information which you have asked them to find.

6. An effective procedure for reading with comprehension on each page:

- Read a page using one of the procedures in #5.
- Develop one to three questions for each page. To enhance comprehension of future stories, focus these questions on the following:

(Example questions)

- Where does this story take place (setting)?
- Who is the main character?
- What is the character's problem (or goal)?
- How did s/he try to resolve his/her problem (or meet the goal)?
- What happened in the end?
- How did the character feel?
- How did you feel?

- When the students finish reading the page, ask the developed questions.

Effective instruction includes providing well-organized lessons to students. Lessons need to be presented in the same quality as a certificated teacher would present them. The following is an overview of an effective lesson:

PARTS OF A LESSON

OPENING

- Attention Gain students' attention.
- Review Review necessary preskills.
- Goal State goal of the lesson.
"Today we are going to..."

BODY

- Model ***I Do It.*** Demonstrate each step in the strategy. Proceed step by step. Tell students what you are doing and thinking.
- Prompt ***We Do It.*** Guide students in performing the strategy. Have students perform each step after you. Prompt by asking a question or giving a directive. Continue until proficiency is demonstrated.
- Check ***You Do It.*** Have students perform the strategy independently. Carefully monitor their performance and give them feedback.

CLOSE

- Review Have students review the critical lesson content.
- Preview State the content of the next lesson.
- Independent Seatwork or homework.

Working with ELL Students

The school districts in Washington state serve a diverse population of ELL (English Language Learners) students. Many countries and languages are represented. Paraeducators may play a critical role in helping students with different first languages feel welcomed and valued in the school setting. The paraeducator's attitude and actions will also model the kind of cross-cultural understanding and acceptance which we want all students to demonstrate. The following chart gives an overview of the four stages of second-language development which occur as students gain English fluency.

Strategy:	Appropriate Instructional Activities:	Students May Respond By:
1. PREPRODUCTION TOTAL PHYSICAL RESPONSE (TPR) Students communicate with gestures and actions	<ul style="list-style-type: none"> Lessons focus on listening comprehension Lessons build receptive vocabulary Meanings of words taught by: <ul style="list-style-type: none"> –use of visual aids and gestures –slow speech, emphasizing key words –not forcing oral production –writing key words on the board and asking students to copy as they are presented 	<ul style="list-style-type: none"> Performing an act Pointing to an item or a picture Writing the letter corresponding to a picture Gesturing or nodding Saying yes or no Saying the names of other students
2. EARLY PRODUCTION Students speak using one or two words	<ul style="list-style-type: none"> Lessons expand receptive vocabulary Activities include: <ul style="list-style-type: none"> –pictures –charades –role-playing –open-end sentences –interview with guidelines written out 	<ul style="list-style-type: none"> Yes/no answers One-word answers from either/or questions One-word answers from general questions Lists of words Two words and short phrases
3. SPEECH EMERGENCE Students speak in commands, longer phrases, and complete sentences	<ul style="list-style-type: none"> Lessons continue to expand receptive vocabulary Activities are designed to promote higher levels of language use Activities include: <ul style="list-style-type: none"> –preference ranking –games –group discussion –readings –descriptions of visuals –writing composition 	<ul style="list-style-type: none"> Three words and short phrases Longer phrases Complete sentences Dialogue Extended narrative
4. INTERMEDIATE FLUENCY Students communicate with gestures and actions	<ul style="list-style-type: none"> Activities are designed to develop higher levels of language use in content areas Reading and writing activities are incorporated into lessons 	<ul style="list-style-type: none"> Participation in oral and written activities, with some errors

Source: Adapted from *The Natural Approach: Language Acquisition in the Classroom*. Krashen, S. and Terrell, T. Prentice Hall ©1983.

Diversity Within Our Schools

Paraeducators often work with students from a variety of backgrounds. As classrooms continue to reflect a broad range of diversity, all school staff need to develop culturally competent skills in order to build trusting relationships with students from a variety of races, ethnicities, disabilities, countries of origin, socioeconomic classes, religions, genders and sexual orientations. To accomplish this goal, paraeducators must work with their teachers and school community to create a safe and inclusive learning environment for all students.

The following key points will assist paraeducators and the teachers with whom they work in developing and supporting a culturally competent environment:

Recognize students bring different cultural experiences to the classroom.

When working with students, it's important to remember students represent the cultures in the local community. Think about how culture might influence the behaviors and attitudes of the students with whom you work. For example, in some cultures, communication style is expressive and confrontational. However, this type of communication is often misinterpreted as "disruptive" or "rude" by those outside of the culture. In other cultures, students may tend to be reserved but may be mistaken as being disinterested. In addition, eye contact, body language, and personal space preferences vary across cultures. Educate yourself about the cultures in your school community to help you understand and effectively engage with students and their families. For more information regarding cultural cues, visit the Multicultural Toolkit website: www.awesomelibrary.org/multiculturaltoolkit.html

Honor cultural differences.

In order to develop trusting relationships with students, paraeducators should communicate interest in aspects of their student's cultural background. Preface a discussion by saying, "Learning about a student's cultural background is very important to me. If you feel comfortable sharing, I am interested in learning more about who you are." Stay away from making assumptions about a student's racial/ethnic background. Honor your student's privacy and be careful not to make assumptions about a student's socioeconomic status, religious beliefs or sexual orientation.

Consult with your teacher about including culturally sensitive material in the classroom.

In order for students to develop a sense of belonging and connection to their learning environment, experts agree the classroom must include artwork, quotes, books and other material that reflect the diversity in the classroom.

For free resources and posters visit the Teaching Tolerance website: www.teachingtolerance.org

Prepare to share you own cultural background.

Some students may experience difficulty in being honest and open about their cultural experiences with "outsiders." In efforts to alleviate discomfort, experts suggest educators begin a culture discussion by sharing their own ethnic background, family traditions and other unique cultural components. Acknowledging personal cultural information with students is the first step toward establishing a trusting relationship.

Diversity Within Our Schools *continued*

Intervene when you hear stereotypes!

Be aware that students representing different backgrounds are often the targets of bullying and harassment based on differences. It is the responsibility of all school staff to intervene immediately in order to demonstrate a zero tolerance message regarding harassment and stereotyping. Review your district's harassment policy and consult with your teacher about how to intervene when students are being bullied. In addition, talk with your teacher about his or her classroom rules and how they encourage respectful behavior. For more information on how to intervene when you hear stereotypes, visit the Teaching Tolerance website: <http://www.tolerance.org/speakup/sixsteps.html>

Acknowledge the differences!

Many people believe that practicing sensitivity towards people of color means they must adopt a colorblind perspective. This belief is often reflected in the statement, "When I look at you, I don't see color." Author and teacher educator Dr. Gloria Ladson-Billings states, "If teachers pretend not to see students' racial and ethnic differences, they really do not see the students at all and are limited in their ability to meet their educational needs" (Ladson-Billings, G. *The DreamKeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass, 1994). Acknowledging a student's culture helps them to feel honored and accepted as part of the community.

Attend ongoing cultural competency professional development.

The path to becoming culturally competent is a process. To acquire the necessary skills to effectively work with students from diverse backgrounds, all school staff must educate themselves and explore their own cultural beliefs, values and biases.

What is Special Education?

Washington was one of the first states to establish laws mandating at public expense the education in the public schools of all children who experience disabilities. Washington state's "Education for All" law in 1972 represented a revolutionary new concept in education. Programs for children with disabilities were to become individualized and meet the unique needs of each child with a disability.

The Individuals with Disabilities Education Act as amended in 2004 (IDEA '04), states:

"The purposes of this title are:

to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;

to ensure that the rights of children with disabilities and parents of such children are protected; and
to assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities."

In the first special education case to reach the U.S. Supreme Court, the standards for determining if a child is receiving free appropriate public education were defined. In *Hendrick Hudson Central School District Board of Education v. Rowley*, the court said that the instruction and services provided to the child must:

be provided at public expense and under public supervision, meet the state education standards, comply with the child's Individualized Education Program (IEP), and confer educational benefit upon the child.

Children ages 3-21 may be determined eligible for special education and related services if they meet the requirements of any one of the disability categories found in Washington state law (WAC 392-172-114 – 148):

- ***Developmentally Delayed***
- ***Seriously Behaviorally Disabled***
- ***Communication Disordered***
- ***Orthopedically Impaired***
- ***Health Impaired***
- ***Specific Learning Disability***
- ***Mental Retardation***
- ***Multiple Disabilities***
- ***Deafness***
- ***Hearing Impairment***
- ***Visually Impaired/blindness***
- ***Deaf/Blindness***
- ***Autism***
- ***Traumatic Brain Injury***

Students who demonstrate the characteristics of any one of these disabilities can be provided special education and related services if their disability adversely affects educational performance and they require specially designed instruction.

For students enrolled in the regular education program for whom grades are an appropriate measure of "benefit," a student who is receiving passing grades and moving from grade to grade is deemed to be receiving educational benefit. The Supreme Court did not interpret the IDEA as requiring school districts to "maximize" a student's potential. The court asked two questions in this case which are applied to every case since *Rowley*. They are:

Did the school district follow all of the procedures required in the IDEA (i.e., identification, evaluation, development of an IEP, parental participation, etc.)?

Is the IEP reasonably calculated to enable the child to receive educational benefit?

*Adapted from *Special Education and the Law: A Legal Guide for Families and Educators* (1998, OSPI).

Special Health Care Guidelines

Some Assumptions

- Delegation, training and supervision are required when special health care tasks are performed by a paraeducator.
- Certificated/licensed staff, such as nurses, occupational and physical therapists, speech-language pathologists, and special education teachers are responsible and accountable for the management of programs and the care of students with special health care needs.

Guidelines and Information

School health services are considered a related service and may be performed or, if appropriate, delegated by a qualified school nurse. Examples include gastrostomy (GT) feeding, oral suctioning, and oral medications. State licensure laws or practice acts are statutes that describe and regulate the practice of nursing, medical, and other health professions, such as licensed physical or occupational therapists.

These acts provide for sanctions against unlicensed individuals who practice nursing or medicine for pay. This means that teachers or paraeducators who perform nursing, medical, or health procedures without legally delegated authority from appropriate health care professionals may face criminal charges and/or be liable for civil damages. Only nurses may delegate nursing care or nursing services, such as administration of Clean Intermittent Catheterization (CIC).

The nurse or other health professional determines which tasks may appropriately be delegated and is accountable for the performance of these tasks. Inappropriate delegation by the nurse and/or unauthorized performance of nursing or other health tasks by unlicensed personnel may lead to legal action against the licensed nurse and/or unlicensed personnel.

Parents may not delegate nursing care to unlicensed school staff.

School principals or other school staff may not delegate nursing care to other non-licensed school staff.

When a paraeducator has been delegated by a nurse or other health professional to perform a health related task required for a student or students in the school setting, it is inappropriate for the paraeducator to train another unlicensed person, i.e. another paraeducator, in the performance of the task.

Finally, for your personal safety and that of students, always consult your school health official and/or school or district procedures and policies when you have questions or concerns.

Special Health Care Needs

Advocating for oneself is important for the paraeducator providing qualified and competent care. Here are some guidelines to follow in performing health care procedures, or other tasks/procedures:

- To ensure the safety of children under your care, you should be trained and supervised by a licensed health care professional.
- You should be trained in techniques for “universal precautions” that you can use with all students. This is to ensure their safety as well as your own.
- You will need to be prepared to respond appropriately to student and/or building emergencies in the school setting.
- You should be aware of your school district and/or personal liability insurance coverage for provision of health related services in the school.
- You should be aware of state laws or collective bargaining agreements which might protect you from performing procedures for which you have not been trained, or which are not required in your job description.
- You should support the proactive development of IEPs and IHPs to clarify delegation, training and supervision of the performance of health related tasks.

Steps to follow if you are being directed to perform a task you are not qualified to do, or which you believe is illegal:

- Explain to your supervisor that you believe it is not safe—or it is illegal—for you to perform the procedures.
- Call the school nurse or other health related supervisor to discuss what you are being directed to perform.
- Document what you are being asked to perform.
- Put your objections in writing. For example, *“You are asking me to perform a health care procedure I have not been trained to do, and that could endanger the child.”*
- Ask the supervisor to put the directive in writing.
- Call your union representative.
- Ask to see school district’s liability insurance policy regarding coverage of educational employees complying with a directive of a supervisor.
- Comply with the direct order, unless you feel you will jeopardize the safety of the student.

Preparing for a Substitute

The following is a list of helpful information that can be gathered to support a paraeducator substitute.

General Information:

- A welcome
- Building map
- Daily building schedule

Student Rules and Expectations:

- Discipline philosophy/procedures
- Lunchroom
- Recess/playground
- Hallways
- Restrooms
- Library
- Bus (arrival and dismissal)
- Special occasions/activities
- Emergencies
 - escape routes (fire drills)
 - earthquakes
 - lockdowns, etc.
- Healthroom
- Other

Building Procedures:

- Obtaining/requesting supplies materials, and equipment
 - copier information
 - art supplies
 - paper, pencils, etc.
 - computers
 - others
- Locations
 - staff lounge/lunchroom
 - staff restrooms
 - staff phone
 - personal storage areas
 - staff workroom
- End of day procedures
 - reporting
 - sign out
 - timesheet

SPECIFIC POSITION INFORMATION FOR _____

Individual Daily Schedule*

Should include:

1. Classroom/program times and locations
2. Bus, recess, lunch duties (if applicable)
3. Your lunch and rest periods
4. Planning/conferring time with supervisor(s)
5. Schedule changes, special events, activities

Paraeducator/Supervisor Working Arrangements*

Should include:

1. Levels of authority
2. Level of independent decision making
3. Specific lessons to be implemented (if applicable)
4. Location/site (i.e. classroom) rules and management style
5. Behavior management role and techniques
6. Confidentiality
7. Class/program name lists (name tags and photos if possible)
8. Student helpers (if applicable)

Paraeducator/Student Working Arrangements*

Should include:

1. Special needs or programs of each student
 - medical
 - physical
 - behavioral
 - individual contract
 - program
 - academic
 - social
2. Specific procedures to address needs listed in #1
3. Specific lessons to be implemented (if applicable)
4. Location/site (i.e. classroom) rules and management style
5. Behavior management roles and techniques
6. Confidentiality
7. Class/program name lists (name tags and photos if possible)
8. Student helpers (if applicable)

Closing example:

We at _____ (school name) _____ hope that this information will help to make your time here as pleasant as possible. We would appreciate a note summarizing your time with our students. Thank you.



Substitute Worksheet

Paraeducator: _____ Date: _____

Classroom/Program:

Time:

Location:

_____	_____
_____	_____
_____	_____
_____	_____

Bus/Recess/Lunch Duties:

Lunch and Rest Periods:

Planning/Conferring Time With Teacher:

Schedule Changes/ Special Events or Activities:

Substitute Response:

We hope this information helped to make your time in our school as pleasant as possible. We would appreciate a note summarizing your time with our students. Thank you!

Twenty Ways to “Be the Best That You Can Be”

With Student:	With Teacher:	With Environment:	With Self:
Learn names of students immediately.	Consult often with the teacher as to how you can help.	Become familiar with the school building, grounds, personnel.	Be mature in your conduct and demonstrate that you are a responsible person.
Learn as much about each student as quickly as possible.	Inform the teachers with whom you work of any special talents, interests, or special experiences you have had.	Learn the routine of the school day.	Ask for clarification when you do not understand an assignment or suggestion.
Lend personal assistance to students wherever possible.	Practice observing in a meaningful way every chance you get.	Become acquainted immediately with emergency procedures.	Be on time and leave at an appropriate time.
Give encouragement to students whenever and wherever possible.	Watch carefully how the teacher deals with and directs students.	Learn the location of and how to use equipment.	
Praise students' efforts and successes.	Exchange telephone numbers with your teacher(s).	Become acquainted with school policy as it applies to you and your work.	
Be patient in dealing with students.	Get acquainted with other staff members.		

Source: Adapted from the Parapro Training Packet, Arkansas Department of Education, Special Education, 1995.

Abbreviations/Acronyms

ADA	Americans with Disabilities Act	LAS	Language Assessment Scales (assessing second language students)
ADD	Attention Deficit Disorder	LD	Learning Disabilities
ADHD	Attention Deficit Hyperactivity Disorder	LEA	Local Educational Agency
AE	Age Equivalent	LPN	Licensed Practical Nurse
BD	Behavior Disorders	LRE	Least Restrictive Environment
BOE	Board of Education	MA	Mental Age
CA	Chronological Age	MD	Multiple Disabilities
CEC	Council for Exceptional Children	MR	Mental Retardation (Usually Mild MR, Moderate MR or Severe Profound MR)
CPS	Child Protective Services	NA	Not Applicable
DCFS	Division of Children and Family Services	OCR	Office for Civil Rights
DD	Developmentally Disabled	OSPI	Office of the Superintendent of Public Instruction
DOB	Date of Birth	OT	Occupational Therapy (or Occupational Therapist)
DOH	Department of Health	PE	Physical Education
DSHS	Department of Social and Health Services	PLEP	Present Levels of Educational Performance
EALRs	Essential Academic Learning Requirements	PSESD	Puget Sound Educational Service District #121
ECEAP	Early Childhood Education and Assistance Program	PT	Physical Therapy (or Physical Therapist)
e.g.	For Example	RCW	Revised Code of Washington
ED	Emotionally Disturbed	RN	Registered Nurse
ESD	Educational Service District	RTI	Response to Intervention
ELL	English Language Learner	SE	Special Education, more commonly Sp. Ed. when abbreviated
ESY	Extended School Year	Section 504	Section 504 of The Rehabilitation Act of 1973
FAPE	Free Appropriate Public Education	SLD	Specific Learning Disability
FAS	Fetal Alcohol Syndrome	SLP	Speech-Language Pathologist
FTE	Full Time Equivalency	SS	Standard Score
FOC	Focus of Concern	SSA	Social Security Administration
GE	Grade Equivalent	SSI	Supplemental Security Income
GLE	Grade Level Expectations	STO	Short Term Objective
GPA	Grade Point Average	TBI	Traumatic Brain Injury
HHS	(Dept. of) Health and Human Services (U.S.)	TDD	Telephone Device for the Deaf
HI	Hearing Impaired	VI	Visually Impaired
HUD	(Dept. of) Housing and Urban Development (U.S.)	WAC	Washington Administrative Code
IDEA	Individuals with Disabilities Education Act	WASL	Washington Assessment of Student Learning
i.e.	That is (from Latin <i>id est</i>)	WEA	Washington Education Association
IEP	Individualized Education Program	WIC	Women, Infants and Children
IHP	Individualized Health Plan		
IQ	Intelligence Quotient		
LAP	Learning Assistance Program		

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For state and national information and resources, contact the following:

Washington State:

OSPI
Old Capitol Building,
PO Box 47200,
Olympia, WA 98504-7200
(360) 725-6000
www.k12.wa.us

National:

National Resource Center
for Paraprofessionals
www.nrcpara.org

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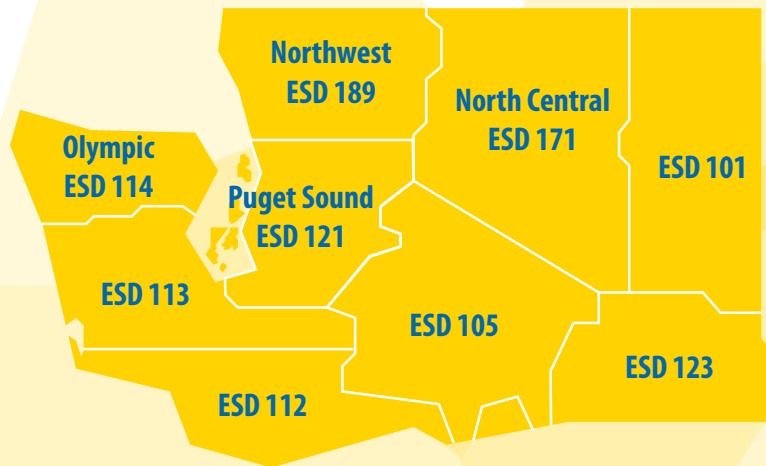
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***For more information on local training
resources available to paraeducators,
contact your local Educational Service District***



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Spokane, WA 99223-7738
509-789-3800
www.esd101.net

ESD 105

33 South Second Avenue
Yakima, WA 98902
509-575-2885
www.esd105.wednet.edu

ESD 112

2500 NE 65th Ave.
Vancouver, WA 98661
360-750-7505
www.esd112.org

ESD 113

601 McPhee Rd. SW
Olympia, WA 98502
360-464-6700
www.esd113.k12.wa.us

Olympic ESD 114

105 National Ave. N
Bremerton, WA 98312
360-478-6872
www.oesd.wednet.edu

Puget Sound ESD 121

800 Oakesdale Ave. SW
Renton, WA 98057
425-917-7600
www.psesd.org

ESD 123

3918 W Court Street
Pasco, WA 99301
509-547-8441
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North Central ESD 171

Box 1847
430 Olds Station Rd
Wenatchee, WA 98801
509-665-2610
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Northwest ESD 189

1601 R Avenue
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