

# **Working Effectively with Paraprofessionals**

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## **A. Paraprofessional Description**

Paraprofessional is defined in The No Child Left Behind Act of 2001 and then further described in the Individuals with Disabilities Act (IDEA) of 2004

- a. NCLB defines a paraprofessional as someone who "is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction, educational programs, special education, or migrant education."
- b. IDEA describes paraprofessionals as those "who are appropriately trained and supervised, in accordance with State law, regulations, or written policy...are to be used to assist in the provision of special education and related services... to children with disabilities."

## **B. History of Paraprofessionals**

1. Teacher shortages just after WWII – parapros were employed to assist with clerical duties and monitoring children so teachers had more time for planning and instruction.
2. 1950's – parapros were hired to support children and adults with disabilities within community programs.
3. 1960's & 1970's – special education programs increased. In 1965, Title I and Head Start programs were established with funding and training for parapros.
4. 1975– Passage of Public Law 94-142. Education for All Handicapped Children Act – was instrumental in broadening the use of parapros.
5. 1970's & 1980's – strong parent-driven push to educate children with disabilities in general education settings alongside students without disabilities – mainstreaming and inclusion.
6. 1990's – students with more significant needs were included in classrooms across all grade levels.
7. 2000-present – inclusive education has been more of a legal mandate, particularly with the reauthorization of the IDEA of 2004.
8. Parapros in the US number more than a half million. That number continues to increase as students with more significant needs are included in general education classrooms and also because there has been an increase in the number of students who are being identified as having special needs.

## C. Role & Qualifications of Paraprofessionals

1. Responsibilities most often include supporting students socially, academically, physically, medically, and behaviorally.
2. Qualifications have changed since 2001. According to NCLB, all paraprofessionals should have:
  - a. completed at least 2 years or 60 semester hours of study at an institution of higher education
  - b. obtained an associate (or higher) degree
  - c. meet a rigorous standard of quality and can demonstrate through formal academic assessment
    - (a) knowledge of, and the ability to assist in instruction, reading, writing, and mathematics; OR
    - (b) knowledge of, and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

## D. Paraprofessional Supervision

Our role becomes more like that of a middle-level executive and our keys to success are the same kinds of executive functions performed by team leaders in business. In businesses, team leaders or executives perform seven vital functions to keep the team working.

- Team leaders orient new members to their program, creating personalized job descriptions for each team member.
- They set a schedule so all members know where they need to be, and when the work needs to be done.
- They provide plans and direction for the work that needs to be done.
- They delegate the right kinds of tasks to people who are best able to handle them.
- Executives make sure that their workgroup members have the right training to do the job, and help them get more training for new skills or they provide additional job-specific training themselves.
- They monitor the performance of group members to assure that the work gets done in the right way and they give feedback and coaching to the team members to help them do their work well.
- Finally, a team leader or executive makes sure that the workplace functions smoothly by creating communication pathways and systems, implementing problem solving sequences, and either mediating conflicts or assisting with conflict management approaches among team members.

## E. Seven Functions of Effective Supervision

### **FUNCTION #1 – PROVIDING ORIENTATION**

#### **i. Stage 1: Getting Acquainted**

- Introduce the parapro to other professionals, office staff, custodian, food service staff, etc.

- Give tour of building, explain lunch procedures, etc.
- Find out about personal qualities that he/she brings to the relationship (art, music, computers, etc)
- Review school and district policies & procedures

**\*\*As Maya Angelou said, 'I've learned that *people will forget* what you said, *people will forget* what you did, but people will never forget how you made them feel.'**

### **iii. Stage 2: Establishing & Maintaining the Supervisory relationship**

- Define the job and your philosophies and expectations of students and staff.
- Compare the skills and confidence of the parapro to the job definition – utilize strengths and talents. Find out what he/she is good at and utilize those talents
- Create a personalized job description – document what tasks he/she will be accountable for.

### **ii. Stage 3: Keeping the Momentum**

- Document needs and monitor completion of training. – Determine if there are areas of need and consider the range of people and types of training that might be appropriate.
- Monitor on-going growth and development needs of the parapro. – Consider ongoing needs and make recommendations for participation in appropriate conferences, seminars, workshops, or classes. Pass along brochures, handouts or other written information that you have received.

## **FUNCTION #2 – PLANNING**

- **Planning** is a function of supervision that cannot, and absolutely should not, be given to the parapro.
- Often, teachers become very casual about writing their plans on paper.
- The parapro cannot be expected to “read the mind” of the professional – don’t assume that the parapro has the background information to carry out a task.
- A parapro in an inclusive setting should receive written plans as well as direction and guidance (from both the gen. ed and spec. ed teacher) and work from a written list of appropriate adaptations (as determined by the IEP, 504 plan, behavior or health needs plan)
- If the parapro is asked to make adaptations on the spot in the general education classroom, it is illegal and a serious breach of ethical conduct if he/she is doing so without written guidance.
- **Adaptation Plans** – list all likely instructional situations for which adaptations would be appropriate, including adaptations for all areas of functioning. (physical, language, social, emotional, academic)
- Can serve as communication tools between special and general education teachers as well as facilitating communication between teachers and related services providers.
- Adaptation plans should contain: Long-range goals for the student; Timelines and expectations for achievement of short-term goals; strengths

and weaknesses of the students; specific adaptations that are appropriate for each possible type of instruction; levels and types of cues and prompts that are appropriate for fostering student independence; intervention plans that document what has been implemented and how the students performed (especially important for RTI approaches)

### **FUNCTION #3 – SCHEDULING**

- **Scheduling** involves creating a visual display of who will be in a certain location at a specified time – should include the names of students the parapro will support at that time and location.
- Schedules are different than “plans” as they only provide the logistical scheme of things, not specific directions for tasks to be accomplished.
- Can vary from relatively simple to more complex depending on number of students and number of parapro.
- Using one of the popular computer spreadsheet programs, such as EXCEL, can be ideal because it minimizes the amount of repetitive writing.
- One difficult aspect of scheduling occurs when there are absences – teacher, parapro, related service staff, or students. May have sub and may not have sub.
- Less stress on such days if alternate schedules are prepared ahead of time.

### **FUNCTION #4 – DELEGATING**

- **Delegating** is the process of getting things done through others who have the skills to handle the tasks assigned.
- It is also the act of entrusting enough authority to another person to get tasks done without giving up responsibility to them.
- The process of delegating takes time in advance, so it “takes time to save time”, and it accomplishes more and facilitates improved outcomes.
- **Common Reasons School Professionals Fail to Delegate:**
  - a. I can do it faster myself.
  - b. I am a perfectionist – I want to be sure it gets done “right”
  - c. I have no time to train the parapro.
  - d. The parapro isn’t skillful enough to do the job.
  - e. It’s not part of the parapro’s job description.
  - f. The things he/she can do are things I want to do.
  - g. I don’t want to be “bossy” – I want the parapro to like me.
- **Reasons to Delegate:**
  - a. Creating time efficiency in the classroom
  - b. Fostering teamwork
  - c. Empowering parapro to be the best they can be
  - d. Avoiding misconceptions about school professionals as superheroes – working alone
  - e. Preserving the school professional’s energy for tasks that are not delegated
  - f. Providing schools a better return on personnel dollars
  - g. Increasing time to address the needs of all students

- **How to Delegate:**

- a. Set clear objectives – so the parapro understands exactly what is wanted
  - b. Select the right person – match the task to the person who has the right skills.
  - c. Train the parapro to carry out the tasks – a few minutes up front to get the job done correctly.
  - d. Get input from the parapro – often the parapro has ideas on how to complete the task equally well.
  - e. Set deadlines, time frames, and follow up dates (if it's a long term task). Specifying the amount of time you think it should take helps the parapro understand how much depth to go into.
  - f. Specify the level of authority – for every task there is a level of authority whether it is written, spoken or not mentioned. Levels vary from following the written plan "to the letter", to permission to use judgment and adapt the task.
  - g. Guide and monitor tasks – set a schedule to check-in on the progress of the student or the tasks – even if only 5 minutes. Provide suggestions, feedback and coaching as needed.
- Parapro who are working for supervisors who are poorly trained or unskilled in delegating run the risk of feeling like they must prepare their own plans and schedules or they may be assigned tasks that are really the responsibility of the professional.

### **FUNCTION #5 – ON-THE-JOB-TRAINING**

- This type of training is usually task or student-specific.
  - The school professional provides this training and often it is given in the presence of students. Some ways to provide on-the-job training include:
- a. Demonstrating or modeling what to do while you're working with students.
  - b. Telling, mentioning, suggesting an additional way to do something.
  - c. Giving a thorough explanation during team meetings.
  - d. Using videos, DVDs, or other demonstrations during meeting or assign the parapro to look at videos/DVDs on their own.
  - e. Suggest written materials or provide flyers, brochures, or other printed materials.
  - f. Direct the parapro to key websites that have valuable information.
- If the skill requires more time than can be provided during the school day, then you will need to work with administration to identify appropriate training opportunities for the parapro after school, on staff development days, etc.
  - The Minnesota Paraeducator Consortium has identified for educators three competencies for modeling behavior for parapro.
1. The first competency a teacher models for the parapro is a **caring and respectful manner when interacting with students**. The teacher might not realize that the parapro is observing him/her and is, consciously or unconsciously, noting the teacher's actions and attitude as the correct and proper way to interact with students.

2. The second competency involves modeling behavior that is **trustworthy, cooperative, and positive**. Not only will the parapro observe, and learn from, a teacher's interaction with students, but also the way he or she works with other school personnel, administrators, AND parents.
3. The third competency involves modeling **respect, patience, and persistence in carrying out educational objectives**. Teachers are certain to encounter challenges, disruption, and delays in their day-to-day activities. How they respond to these issues will be observed by others in the classroom.

### **FUNCTION #6 – MONITORING THE TASK PERFORMANCE**

- Supervisors should not expect parapro to work independently.
- Need ongoing supervision and direction.
- "Drop in" while the parapro is working with students, or schedule a time for a more formal observation.
- Teachers are at risk of becoming less engaged with students when those students receive parapro support. Known as the Training Trap, teachers often relinquish instruction of students with disabilities because they assume that parapro are specially trained to work with such students. (especially EOC aides within a special education or general education classroom) In other words, students with disabilities – usually the students with the greatest learning challenges in the classroom – often receive their primary or exclusive instruction and support from the least qualified staff members.
- TEACHER ENGAGEMENT, or the extent and nature of interaction between the classroom teacher and his or her students with disabilities, is one of the most important contributors to the success or failure of general education placements for students with disabilities. Too often these teachers, many of whom have graduate degrees and years of experience, are uncomfortable instructing students with disabilities because they are "not trained". Nevertheless, they feel confident handing over the bulk of such instruction to a parapro.
- Teachers who are instructionally engaged express responsibility for educating ALL students in their class, regardless of the disability.
  1. They know the functioning levels and anticipated learning outcomes of all their students.
  2. They instruct and communicate directly with students who have disabilities.
  3. They collaborate and participate in instructional decision making with special educators and parapro.
  4. They direct the work of parapro in their classroom.
  5. They mentor parapro and maintain an instructional dialogue with them.
  6. They phase out parapro support when their students no longer need it.

## **FUNCTION #7 – MANAGING THE WORKPLACE**

- There are three main processes involved in workplace management:
  1. Keeping the communication flowing
    - Have to find a clear and workable way to ensure the flow of information between school professionals and the parapro.
    - Communication must be simple enough to work, yet complex enough that the information is communicated.
    - Most effective solutions rely on the written word.
    - Without clear and regular communication, frustration and disappointment for both the teacher and the parapro are likely to result.
  2. Working through interpersonal conflicts.
    - Interpersonal conflicts have the greatest potential for damaging team effectiveness.
    - A key skill to use includes “I-messages” where the speaker takes responsibility for reactions and behaviors, and avoids blaming the listener.
    - Insist on assertive forms of communication rather than passive or passive-aggressive modes.
    - If interpersonal problems cannot be resolved, it makes sense to figure out a short-term management plan – a way to “keep the peace” until the feuding parties can be separated.
  3. Solving instructional problems and dilemmas – these workplace management processes are strengthened when there are regularly scheduled meetings in which school professionals and parapro:
    - Meet in a productive location (away from students)
    - Recognize the time limits and focus on priority topics.
    - Use (and stick to) an agenda.
    - Maintain notes on the decisions that are made.
    - Hold one another responsible for completing assigned tasks.

### **F. Unintended Effects**

- Can easily identify student with disability – seated on the periphery of the classroom with a parapro close to his/her side
- Separating students with disabilities within the classroom isolates them from their peers and may encourage insular relationships between these students and the parapro assigned to them.
- Overdependence on parapro can adversely affect the social and academic growth of students with disabilities, resulting in their inadequate instruction and peer interactions.
- In some cases, students with disabilities feel stigmatized because they receive targeted parapro support.
- For students with behavior problems, the parapro support put in place to assist them may actually provoke behavioral outbursts.
- Many times older students express feelings of disenfranchisement, embarrassment, loneliness, rejection, fear and stigmatization.
- Need to have ongoing conversations with the parapro to examine the following:

1. Can the student participate independently?
2. Is there another student who can provide support?
3. Is there a way to "aide, then fade"?
4. Can the paraprofessional naturally support the student in order to move toward more independence?
5. Is the student being supported out of need, or out of habit?

The mediocre teacher tells.

The good teacher explains.

The superior teacher demonstrates.

The great teacher inspires.

William Arthur Ward

### **Print & Internet Resources:**

French, Nancy K. (2008). *A Guide to the Supervision of Paraeducators*. Laminated reference guide.

French, Nancy K. (2003). *Managing Paraeducators in Your School*.

Wallace, Teri. *The Role of Teachers and Administrators in Supervising Paraeducators*. Impact newsletter.

Giangreco, Michael F. (2003). *Working with Paraprofessionals*. Educational Leadership magazine, 61(2), pages 50-53.

Causton-Theoharis, Julie. (2009). *The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms*.

Lasater, Mary. (2009). *RTI and the Paraeducator's Roles*.

Twachtman-Cullen, Diane. (2000). *How To Be A Parapro: A Comprehensive Training Manual for Paraprofessionals*.

*Supervising Paraeducators*. ([www.paracenter.org/teachers/supervising-paraeducators](http://www.paracenter.org/teachers/supervising-paraeducators))



## **Master List of Tasks & Duties**

**Directions:** Create a master list of all the tasks you need completed for your program and students to succeed. The items in this list are merely suggestions. Feel free to revise or replace items with tasks or duties that are more relevant to your program. Specify details as needed for clarity.

### **Supervision of Groups of Students**

1. Assist individual students on arrival or departure (specify \_\_\_\_\_)
2. Supervise groups of students during lunch
3. Supervise groups of students during recess
4. Supervise groups of students loading / unloading buses
5. Monitor students during hall passing periods
6. Escort groups of students to bathroom, library, gym, etc.
7. Accompany students to therapy sessions, individual appointments, etc.
8. Teach appropriate social behaviors in common areas
9. Carry out behavior management
10. Participate in classroom behavioral system as directed
11. Provide reinforcement and support according to IEPs / Individualized Behavior Plans
12. Mediate interpersonal conflicts between students
13. Provide instruction to students on how to mediate their own conflicts
14. Provide cues, prompts to students who are mediating conflicts
15. Provide physical proximity for students with behavior problems
16. Circulate in classroom to provide behavioral supports where needed
17. Enforce class and school rules
18. Assist students who are self-managing behavior (e.g. provide cues, prompts)
19. Help students develop / self-monitor organizational skills
20. Provide cues, prompts to students to use impulse / anger control strategies
21. Provide cues, prompts to students to employ specific prosocial skills
22. Teach pro-social skill lessons
23. Facilitate appropriate social interactions among students
24. Assist other students in coping with the behaviors of specific students (e.g. bullies)

### **Delivery of Instruction / Therapy / Services**

25. Conduct drill & practice activities (e.g. vocabulary, math facts, articulation protocols)
26. Read / repeat tests or directions to students
27. Read with students (specify techniques \_\_\_\_\_ [e.g. guided oral reading, neurological impress, repeated readings, choral reading])
28. Help students complete written assignments
29. Assist students to compose original work (e.g. stories, essays, reports)
30. Tape record stories, lessons, assignments
31. Carry out adapted instruction according to the adaptation list provided or specific directions (e.g. lesson plans, IEPs)
32. Read to students (specify \_\_\_\_\_ [e.g. texts material, stories])
33. Listen to students reading orally
34. Help students' work on individual projects
35. Facilitate students' active participation in cooperative groups
36. Help students select library books / reference materials
37. Help students use computers (specify purpose \_\_\_\_\_ [e.g. keyboarding, drill & practice, composing written assignments, printing, finding resources on Internet])

## Master List of Tasks & Duties: page 2

38. Translate instruction / student responses (e.g. sign or other language)
39. Translate directions into other language for student(s) (e.g. ASL)
40. Translate teacher made materials / text materials into another language
41. Use another language (e.g. sign, Spanish), to discuss and elaborate on concepts that have been taught in English
42. Carry out lessons on field trips as directed
43. Monitor student performance as directed
44. Re-teach / reinforce instructional concepts introduced by teachers to small groups or individual students

### Data Collection / Reporting

45. Observe and record student progress in academic areas
46. Observe and record individual student behaviors
47. Observe and record student health needs
48. Observe and record student food / liquid intake
49. Observe and record student bathroom use / needs
50. Observe and record student use of communication skills, adaptive equipment or devices
51. Observe and record student social interactions / initiative, etc.
52. Observe and record behavior of classes, large, or small groups

### Activity Preparation / Follow-up

53. Find / arrange materials / equipment (e.g. mix paints, set up lab materials)
54. Adapt materials / equipment as specified for particular student
55. Construct learning materials as directed
56. Construct adapted learning materials according to IEP or other adaptation directions provided by teachers, related services providers
57. Prepare classroom displays
58. Order materials and supplies
59. Organize classroom supplies / materials
60. Operate equipment (e.g. tape recorders, VCRs, overhead projectors)
61. Make audio and/or visual aids (transparencies, written notes, voice notes etc.)
62. Schedule guest speakers / visitors as directed
63. Help prepare and clean up snacks
64. Help students clean up after activities
65. Distribute supplies / materials / books to students
66. Collect completed work from students / return papers to students
67. Make field trip arrangements (e.g. schedule buses, notify cafeteria)

### Ethical Practice

68. Maintain confidentiality of all information regarding students
69. Respect the dignity of every child at all times
70. Report suspected child abuse according to the law, local policies, procedures
71. Abide by school district policies, school rules, and team standards in all areas
72. Communicate with parents and families only as directed by the teacher
73. Provide accurate and timely information about the student to those who have the right to know [e.g. team members]
74. Carry out all assigned duties responsibly, in a timely manner
75. Protect the welfare and safety of students at all times

### Master List of Tasks & Duties: page 3

76. Maintain composure / emotional control while working with students
77. Demonstrate punctuality, good attendance, and report absences as directed
78. Maintain acceptable hygiene and appearance
79. Protect the privacy and dignity of school staff members, team members, co-workers, other adults in the school
80. Accept assigned tasks graciously
81. Request direction, instruction, or guidance for new or unfamiliar tasks

#### **Team Participation / Membership**

82. Meet with team as scheduled / directed
83. Participate in team meetings by contributing information, ideas, and assistance
84. Participate in team meetings by listening carefully to the ideas of others
85. Engage in appropriate problem-solving steps to resolve problems
86. Engage in mature conflict management steps / processes
87. Use appropriate communication actions in adult-adult interactions
88. Respect the dignity of other adults
89. Participate in learning activities as specified in growth and development plan
90. Participate in school wide growth and development activities as specified

#### **Clerical Work**

91. Take attendance
92. Type reports, tests, IEPs, assessment reports
93. Make copies
94. Sort and file student papers
95. Record grades
96. Collect fees, i.e. lab, book, milk, activity, etc.
97. Correct assigned student-lessons / homework
98. Grade tests
99. Help with paperwork to facilitate parent-teacher appointments
100. Inventory materials and fill out routine forms Maintain files for IEPs, assessment reports, other program reports
101. Maintain databases of student information

#### **Health / Personal Related Services**

102. Assist students using the restroom
103. Change diapers
104. Clean up after student accidents
105. Help students with health related services as directed by school nurse (e.g. trach tube suction, nebulizer treatments)
106. Help student(s) eat, mix food, feed (e.g. G-tube)
107. Transfer, turn, position, lift students
108. Assist student to use wheelchair, stander, other mobility devices
109. Check functioning of assistive equipment (e.g. hearing aid batteries, oxygen tank, tubing)
110. Dispense medication to students according to health plan, as directed by nurse

### Master List of Tasks & Duties: page 4

#### Other

111. Attend IEP meetings
112. Participate in unit, lesson, and individual student planning sessions with teacher
113. Attend parent-teacher conferences
114. Communication with families (specify \_\_\_\_\_)
115. Contribute unique skills and talents (specify \_\_\_\_\_)
116. Attend after school activities (specify \_\_\_\_\_)

## Professional Work Style

**Directions:** Circle the number that indicates your level of agreement / disagreement with each statement.

- |  | Disagree |   |   | Agree |   |
|--|----------|---|---|-------|---|
| 1. I supervise paraeducators closely.....  | 1        | 2 | 3 | 4     | 5 |
| 2. I like a flexible work schedule. ....   | 1        | 2 | 3 | 4     | 5 |
| 3. I let paraeducators know exactly what is expected.....                        | 1        | 2 | 3 | 4     | 5 |
| 4. I provide (or at least determine) all the materials that will be used.....    | 1        | 2 | 3 | 4     | 5 |
| 5. I provide a written work schedule.....  | 1        | 2 | 3 | 4     | 5 |
| 6. I expect the paraeducator to think ahead to the next task. ....               | 1        | 2 | 3 | 4     | 5 |
| 7. I determine the instructional methods that will be used .....                 | 1        | 2 | 3 | 4     | 5 |
| 8. I encourage the paraeducator to try new activities independently.....         | 1        | 2 | 3 | 4     | 5 |
| 9. I give explicit directions for each task .....                                | 1        | 2 | 3 | 4     | 5 |
| 10. I always do several things at one time. ....                                 | 1        | 2 | 3 | 4     | 5 |
| 11. I like working with paraeducators that willingly take on new challenges..... | 1        | 2 | 3 | 4     | 5 |
| 12. I like taking care of details.....   | 1        | 2 | 3 | 4     | 5 |
| 13. I require the paraeducator to be very punctual.....                          | 1        | 2 | 3 | 4     | 5 |
| 14. I like to get frequent feedback on how I can improve as a supervisor.....    | 1        | 2 | 3 | 4     | 5 |
| 15. I like to bring problems out in the open.....                                | 1        | 2 | 3 | 4     | 5 |
| 16. I like to give frequent performance feedback to the paraeducator.....        | 1        | 2 | 3 | 4     | 5 |
| 17. I like to discuss activities that do not go well .....                       | 1        | 2 | 3 | 4     | 5 |
| 18. I like working with other adults .....                                       | 1        | 2 | 3 | 4     | 5 |
| 19. I encourage paraeducators to think for themselves.....                       | 1        | 2 | 3 | 4     | 5 |
| 20. I am a morning person .....  | 1        | 2 | 3 | 4     | 5 |
| 21. I speak slowly and softly.....   | 1        | 2 | 3 | 4     | 5 |
| 22. I work best alone with little immediate interaction .....                    | 1        | 2 | 3 | 4     | 5 |
| 23. I need a quiet place to work without distractions .....                      | 1        | 2 | 3 | 4     | 5 |
| 24. I prefer that no one else touches my things.....                             | 1        | 2 | 3 | 4     | 5 |
| 25. I prefer to work from a written plan.....                                    | 1        | 2 | 3 | 4     | 5 |

## Paraeducator Work Style

**Directions:** Circle the number that indicates your level of agreement / disagreement with each statement.

	Disagree					Agree
1. I like to be supervised closely.....	1	2	3	4	5	
2. I like a flexible work schedule.....	1	2	3	4	5	
3. I like to know exactly what is expected.....	1	2	3	4	5	
4. I prefer to decide which materials to use .....	1	2	3	4	5	
5. I like having a written work schedule .....	1	2	3	4	5	
6. I need time to think ahead on the next task.....	1	2	3	4	5	
7. I like to determine the instructional methods I use .....	1	2	3	4	5	
8. I like to try new activities independently.....	1	2	3	4	5	
9. I like to be told how to do each task .....	1	2	3	4	5	
10. I like to do several things at one time. ....	1	2	3	4	5	
11. I like to take on challenges and new situations.....	1	2	3	4	5	
12. I like taking care of details.....	1	2	3	4	5	
13. I like to be very punctual .....	1	2	3	4	5	
14. I like to give frequent feedback on how I prefer to be supervised.....	1	2	3	4	5	
15. I like to bring problems out in the open.....	1	2	3	4	5	
16. I like to get frequent feedback on my performance .....	1	2	3	4	5	
17. I like to discuss when activities do not go well .....	1	2	3	4	5	
18. I like working with other adults.....	1	2	3	4	5	
19. I like to think things through for myself.....	1	2	3	4	5	
20. I am a morning person .....	1	2	3	4	5	
21. I like to speak slowly and softly .....	1	2	3	4	5	
22. I like to work alone with little immediate interaction.....	1	2	3	4	5	
23. I need a quiet place to work without distractions .....	1	2	3	4	5	
24. I prefer that no one else touches my things.....	1	2	3	4	5	
25. I prefer to work from a written plan.....	1	2	3	4	5	

## Work Style Score Comparison Sheet

**Directions:** Transfer scores from worksheets 1 and 2 to this form. Examine areas of agreement and disagreement. Your combined profile is unique: there are no "correct" scores or combinations. Decide whether your combinations are okay or not. Have a conversation in which you strive to determine how you will proceed to work together in light of your areas of agreement and disagreement. Write out your decisions on each item that poses an area of difficulty for you.

Disagree	Agree	<u>Item Content</u>	Disagree	Agree
1 2 3 4 5	.....	1. Closeness of supervision.....	1 2 3 4 5	
1 2 3 4 5	.....	2. Flexibility of work schedule .....	1 2 3 4 5	
1 2 3 4 5	.....	3. Preciseness of expectations.....	1 2 3 4 5	
1 2 3 4 5	.....	4. Decisions on which materials to use.....	1 2 3 4 5	
1 2 3 4 5	.....	5. Written work schedule .....	1 2 3 4 5	
1 2 3 4 5	.....	6. Time to think ahead on the next task. ....	1 2 3 4 5	
1 2 3 4 5	.....	7. Decisions on instructional methods .....	1 2 3 4 5	
1 2 3 4 5	.....	8. Trying new activities independently.....	1 2 3 4 5	
1 2 3 4 5	.....	9. Specifying how to do each task .....	1 2 3 4 5	
1 2 3 4 5	.....	10. Doing several things at one time.....	1 2 3 4 5	
1 2 3 4 5	.....	11. Taking on challenges .....	1 2 3 4 5	
1 2 3 4 5	.....	12. Taking care of details.....	1 2 3 4 5	
1 2 3 4 5	.....	13. Punctuality .....	1 2 3 4 5	
1 2 3 4 5	.....	14. Giving /getting feedback on supervision .....	1 2 3 4 5	
1 2 3 4 5	.....	15. Dealing with problems out in the open.....	1 2 3 4 5	
1 2 3 4 5	.....	16. Giving / getting frequent feedback .....	1 2 3 4 5	
1 2 3 4 5	.....	17. Discussing activities that do not go well.....	1 2 3 4 5	
1 2 3 4 5	.....	18. Working with other adults .....	1 2 3 4 5	
1 2 3 4 5	.....	19. Thinking things through for myself.....	1 2 3 4 5	
1 2 3 4 5	.....	20. I am a morning person .....	1 2 3 4 5	
1 2 3 4 5	.....	21. Speak slowly and softly .....	1 2 3 4 5	
1 2 3 4 5	.....	22. Working alone - little interaction.....	1 2 3 4 5	
1 2 3 4 5	.....	23. Quiet place to work / no distractions .....	1 2 3 4 5	
1 2 3 4 5	.....	24. Touching others' things.....	1 2 3 4 5	
1 2 3 4 5	.....	25. Working from a written plan.....	1 2 3 4 5	

## Paraeducator Task Preparation / Confidence Inventory

**Directions for the Paraeducator:** Complete this form by considering your own preparation and confidence to perform each task. Decide how prepared and confident you feel for each task / duty. Circle 1 if you are unprepared to do the task and want / need training in order to begin. Circle 2 to show that you may begin doing the task, but need further instruction. Circle 3 or 4 to show that you want more training to improve your skill. Circle 5 if you feel well prepared and confident.

### Supervision of Groups of Students

1. Assist individual students on arrival or departure (specify \_\_\_\_\_) ..... 1 2 3 4 5
2. Supervise groups of students during lunch..... 1 2 3 4 5
3. Supervise groups of students during recess ..... 1 2 3 4 5
4. Supervise groups of students loading / unloading buses..... 1 2 3 4 5
5. Monitor students during hall passing periods ..... 1 2 3 4 5
6. Escort groups of students to bathroom, library, gym, etc. .... 1 2 3 4 5
7. Accompany students to therapy sessions, individual appointments, etc. .... 1 2 3 4 5
8. Teach appropriate social behaviors in common areas ..... 1 2 3 4 5
9. Carry out behavior management ..... 1 2 3 4 5
10. Participate in classroom behavioral system as directed ..... 1 2 3 4 5
11. Provide reinforcement /support in IEPs / behavior plans ..... 1 2 3 4 5
12. Mediate interpersonal conflicts between students ..... 1 2 3 4 5
13. Provide instruction to students on how to mediate their own conflicts ..... 1 2 3 4 5
14. Provide cues, prompts to students who are mediating conflicts ..... 1 2 3 4 5
15. Provide physical proximity for students with behavior problems..... 1 2 3 4 5
16. Circulate in classroom to provide behavioral supports where needed ..... 1 2 3 4 5
17. Enforce class and school rules ..... 1 2 3 4 5
18. Assist students who are self-managing behavior (e.g provide cues, prompts) ..... 1 2 3 4 5
19. Help students develop / self-monitor organizational skills ..... 1 2 3 4 5
20. Provide cues, prompts to students to use impulse / anger control strategies ..... 1 2 3 4 5
21. Provide cues, prompts to students to employ specific prosocial skills ..... 1 2 3 4 5
22. Teach pro-social skill lessons ..... 1 2 3 4 5
23. Facilitate appropriate social interactions among students ..... 1 2 3 4 5
24. Assist other students in coping with the behaviors of specific students ..... 1 2 3 4 5

### Delivery of Instruction

25. Conduct drill & practice activities (e.g. vocabulary, math facts,  
i. articulation protocols) ..... 1 2 3 4 5
26. Read / repeat tests or directions to students..... 1 2 3 4 5
27. Read with students (specify techniques \_\_\_\_\_ [e.g. guided oral reading, neurological  
impress, repeated readings, choral reading]) ..... 1 2 3 4 5
28. Help students complete written assignments ..... 1 2 3 4 5
29. Give objective tests (e.g. spelling, math) ..... 1 2 3 4 5
30. Assist students to compose original work (e.g. stories, essays, reports) ..... 1 2 3 4 5
31. Tape record stories, lessons, assignments ..... 1 2 3 4 5
32. Create individualized instructional materials according to the adaptation list provided or specific  
directions (e.g. lesson plans, IEPs) ..... 1 2 3 4 5
33. Read to students (specify \_\_\_\_\_ [e.g. texts material, stories]) ..... 1 2 3 4 5
34. Listen to students reading orally ..... 1 2 3 4 5
35. Help students' work on individual projects ..... 1 2 3 4 5
36. Facilitate students' active participation in cooperative groups ..... 1 2 3 4 5
37. Help students select library books / reference materials ..... 1 2 3 4 5
38. Help students use computers (specify purpose: \_\_\_\_\_ [e.g. keyboarding, drill & practice,  
composing written assignments, printing, Internet) ..... 1 2 3 4 5
39. Translate instruction / student responses (e.g. sign or other language) ..... 1 2 3 4 5



**Paraeducator Task Preparation / Confidence Inventory: page 2**

- 40. Translate directions into other language for student(s) (e.g. ASL) ..... 1 2 3 4 5
- 41. Translate teacher made materials / text materials into another language ..... 1 2 3 4 5
- 42. Use another language (e.g. sign, Spanish), to discuss and elaborate on concepts that have been taught in English ..... 1 2 3 4 5
- 43. Carry out lessons on field trips as directed ..... 1 2 3 4 5
- 44. Monitor student performance as directed ..... 1 2 3 4 5
- 45. Re-teach / reinforce instructional concepts introduced by teachers to small groups or individual students ..... 1 2 3 4 5

**Data Collection / Reporting**

- 46. Observe and record student progress in academic areas ..... 1 2 3 4 5
- 47. Observe and record individual student behaviors ..... 1 2 3 4 5
- 48. Observe and record student health needs ..... 1 2 3 4 5
- 49. Observe and record student food / liquid intake ..... 1 2 3 4 5
- 50. Observe and record student bathroom use / needs ..... 1 2 3 4 5
- 51. Observe and record student communication skills, adaptive equipment ..... 1 2 3 4 5
- 52. Observe and record student social interactions / initiative, etc. .... 1 2 3 4 5
- 53. Observe and record behavior of classes, large, or small groups ..... 1 2 3 4 5

**Activity Preparation / Follow-up**

- 54. Find / arrange materials / equipment (e.g. mix paints, set up lab materials) ..... 1 2 3 4 5
- 55. Adapt materials / equipment as specified for particular student ..... 1 2 3 4 5
- 56. Construct learning materials as directed ..... 1 2 3 4 5
- 57. Prepare classroom displays ..... 1 2 3 4 5
- 58. Order materials and supplies ..... 1 2 3 4 5
- 59. Organize classroom supplies / materials ..... 1 2 3 4 5
- 60. Operate equipment (e.g. tape recorders, VCRs, overhead projectors) ..... 1 2 3 4 5
- 61. Make audio and/or visual aids (transparencies, written notes, voice notes etc.) ..... 1 2 3 4 5
- 62. Schedule guest speakers / visitors as directed ..... 1 2 3 4 5
- 63. Help prepare and clean up snacks ..... 1 2 3 4 5
- 64. Help students clean up after activities ..... 1 2 3 4 5
- 65. Distribute supplies / materials / books to students ..... 1 2 3 4 5
- 66. Collect completed work from students / return papers to students ..... 1 2 3 4 5
- 67. Make field trip arrangements (e.g. schedule buses, notify cafeteria) ..... 1 2 3 4 5

**Ethical Practice**

- 68. Maintain confidentiality of all information regarding students ..... 1 2 3 4 5
- 69. Respect the dignity of every child at all times ..... 1 2 3 4 5
- 70. Report suspected child abuse according to the law, local policies, procedures ..... 1 2 3 4 5
- 71. Abide by school district policies, school rules, and team standards in all areas ..... 1 2 3 4 5
- 72. Communicate with parents and families only as directed by the teacher ..... 1 2 3 4 5
- 73. Provide accurate and timely information about the student to those who have
  - i. know [e.g. team members] ..... 1 2 3 4 5
- 74. Carry out all assigned duties responsibly, in a timely manner ..... 1 2 3 4 5
- 75. Protect the welfare and safety of students at all times ..... 1 2 3 4 5
- 76. Maintain composure / emotional control while working with students ..... 1 2 3 4 5
- 77. Demonstrate punctuality, good attendance, and report absences as directed ..... 1 2 3 4 5
- 78. Maintain acceptable hygiene and appearance ..... 1 2 3 4 5
- 79. Protect the privacy and dignity of school staff members, team members,
  - i. co-workers, other adults in the school ..... 1 2 3 4 5

**Paraeducator Task Preparation / Confidence Inventory: page 3**

- 80. Accept assigned tasks graciously ..... 1 2 3 4 5
- 81. Request direction, instruction, or guidance for new or unfamiliar tasks..... 1 2 3 4 5

**Team Participation / Membership**

- 82. Meet with team as scheduled / directed ..... 1 2 3 4 5
- 83. Participate in team meetings by contributing information, ideas, and assistance ..... 1 2 3 4 5
- 84. Participate in team meetings by listening carefully to the ideas of others ..... 1 2 3 4 5
- 85. Engage in appropriate problem-solving steps to resolve problems..... 1 2 3 4 5
- 86. Engage in mature conflict management steps / processes ..... 1 2 3 4 5
- 87. Use appropriate communication actions in adult-adult interactions ..... 1 2 3 4 5
- 88. Respect the dignity of other adults ..... 1 2 3 4 5
- 89. Participate in learning activities as specified in growth and development plan ..... 1 2 3 4 5
- 90. Participate in school wide growth and development activities as specified..... 1 2 3 4 5

**Clerical Work**

- 91. Take attendance..... 1 2 3 4 5
- 92. Type reports, tests, IEPs, assessment reports ..... 1 2 3 4 5
- 93. Make copies ..... 1 2 3 4 5
- 94. Sort and file student papers ..... 1 2 3 4 5
- 95. Record grades ..... 1 2 3 4 5
- 96. Collect fees, i.e. lab, book, milk, activity, etc. .... 1 2 3 4 5
- 97. Correct assigned student-lessons / homework ..... 1 2 3 4 5
- 98. Grade tests ..... 1 2 3 4 5
- 99. Help with paperwork to facilitate parent-teacher appointments ..... 1 2 3 4 5
- 100. Inventory materials and fill out routine forms Maintain files for IEPs,  
i. assessment reports, other program reports ..... 1 2 3 4 5
- 101. Maintain databases of student information..... 1 2 3 4 5

**Health / Personal Related Services**

- 102. Assist students using the restroom ..... 1 2 3 4 5
- 103. Change diapers..... 1 2 3 4 5
- 104. Clean up after student accidents ..... 1 2 3 4 5
- 105. Help students with health related services as directed by school nurse  
i. (e.g. trach tube suction, nebulizer treatments) ..... 1 2 3 4 5
- 106. Help student(s) eat, mix food, feed (e.g. G-tube) ..... 1 2 3 4 5
- 107. Transfer, turn, position, lift students ..... 1 2 3 4 5
- 108. Assist student to use wheelchair, stander, other mobility devices ..... 1 2 3 4 5
- 109. Check functioning of equipment (e.g. hearing aid batteries, oxygen tank) ..... 1 2 3 4 5
- 110. Dispense medication to students according to health plan, as directed by nurse ..... 1 2 3 4 5

**Other**

- 111. Attend IEP meetings..... 1 2 3 4 5
- 112. Participate in unit, lesson, individual student planning sessions with teacher ..... 1 2 3 4 5
- 113. Attend parent-teacher conferences ..... 1 2 3 4 5
- 114. Communication with families (specify \_\_\_\_\_) ..... 1 2 3 4 5
- 115. Contribute unique skills and talents (specify \_\_\_\_\_) ..... 1 2 3 4 5
- 116. Attend after school activities (specify \_\_\_\_\_)..... 1 2 3 4 5