|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Working with a Special Education  Paraprofessional | | | | |
| **Paraprofessionals provide a valuable service for many children  in the classroom. Tasks they assist in include:**   * **One-on-One Academic Instruction** * **Managing Student Behaviors** * **Reminders to Stay on Task** * **Helping Students Follow Directions** * **Assisting in Scaffolding the Teacher’s Whole Group Instruction** * **Modifying Activities for Students with Disabilities**     Why use this strategy? To keep students in the general education classroom.  How does it work? Through the support in tasks above it helps students to not only remain in the general education classroom, but to succeed and overcome characteristics of their disabilities that lead to problems listed above. | | | | |
|  | | | | |
|  | Do or Don’t? |  | How to work successfully with a paraprofessional | Reasoning |
| 1 | Do |  | Let parents of students know you are a team working together to support their child. | Parents will see you as a cohesive unit and not question one or the other. |
| 2 | Do |  | Be collaborative and cooperative with the paraprofessional. | Keeping the paraprofessional informed on decisions and listening to their opinion in the concern of the student can give new insight. |
| 3 | Don’t |  | Put the paraprofessional in charge of all classroom management, this is not why they are here. | This puts the paraprofessional in an awkward place with the rest of the class as the disciplinarian. |
| 4 | Don’t |  | Have them frequently leaving the classroom for things that are not a part of their job. | If they are running copies, etc. this takes away from the student they are there for. |
| 5 | Don’t |  | Assign them to more students than the one/ones that they are there for. | This takes away from the student who needs the aid of the paraprofessional. |
|  | | | | |
| Populations that benefit: All students with disabilities | | | | |
|  | | | | |

REFERENCES

* Mazurik-Charles, R., Stefanou, C. (2010) Using paraprofessionals to teach social skills to children with autism spectrum disorders in the general education classroom. *Journal of Instructional Psychology,* 37(2) 161-169.
* Patterson, K.B. (2006) Roles and responsibilities of paraprofessionals: in their own words, *Teaching Exceptional Children Plus,* 2(5).
* Forster, E.M., Holbrook, M.C. (2005) Implications of paraprofessional supports for students with visual impairments, *Heldref Publications,* 36(4) 155-163.