



Documenting the Need for Paraprofessional Support in the IEP

“Research indicates that students with paraprofessional support receive less attention from certified classroom teachers, are more socially isolated, are less self-determined/motivated, and are more dependent on adults. Compared to a certified teacher, paraprofessionals are more likely to over-prompt, over-modify, and otherwise over-assist.” --St. Croix River Education District Case Manager Resources

Public schools are required to educate students in their Least Restrictive Environment (LRE) and contrary to belief, paraprofessional support is a highly **restrictive** service. When working with students and determining additional adult support, we need to think about fostering their independence. Is this student helped too much? How can we tell? What levels of prompting do they need?

| |
|---|
| Independent No assistance provided |
| Gestural Pointing or nodding |
| Visual Pictures, positional prompts |
| Verbal Tells or asks students |
| Modeling Demonstrating first |
| Partial Physical Tapping or nudging |
| Full Physical Physically assisting |

As an IEP team, consider these questions when determining if they need paraprofessional support:

1. Does the IEP include goals and objectives for specialized instruction that focus on increasing the student's independence?
2. Is there Assistive Technology that could be tried to help with independence?



3. Have other interventions been tried?
4. Are there accommodations or modifications in place to build a student's independence?
5. Does the student's need exceed the capability of the existing staff?
6. What will the plan in the IEP be to reduce or eliminate the student's need for para support?

On the Northland Learning Center webpage, there is the NLC Abilities Assistance Needs Matrix that should be used when considering the addition of paraprofessional support to an IEP. There is also the Student Task Analysis for a student's daily schedule to look at needs and identifying areas of needs, next step processes, and follow-up with teachers or related staff.

<https://www.northlandsped.org/page/2888>

<https://docs.google.com/document/d/1z9yAYdi7RBYMzSQGHONMT0w0ewXIZLH94MCaa9ykSzg/edit>

Definitions of Paraprofessional Types and How to Document the Need

Paraprofessional (1:1, Shared, or Child Specific): This describes paraprofessional services specifically for this particular student. This does not mean 1:1 para unless it states it in the section below. This may involve more than one paraprofessional through the course of the day, meaning it does not have to be the same person with that child for the entire day. It could be for a 30 minute time block or for an entire day, depending on the unique needs of the student.

Documentation:

- On the service page in the **Child Specific Paraprofessional Support** section, click **"YES."**
- Complete the service boxes--Service, Location, Frequency, Minutes, Duration, State/End dates, and Provider Numbers.
- In the services, enter a **statement of the student's need for** and the **specific responsibilities of the paraprofessional**. Make sure to indicate if this is a 1:1 paraprofessional. When completing the statement of student needs, think of it as a job description for the paraprofessional when working with this particular student.



1:1 Paraprofessional

| | | | | | |
|--|--|----------------------|------------------|---------------|--|
| Child Specific Paraprofessional Support <input type="radio"/> No <input checked="" type="radio"/> Yes <input type="checkbox"/> Non-child specific adult support is described in accommodations. | | | | | |
| Type of Paraprofessional Support | | | | | |
| Order # | Service | Location | | | |
| 1 | Type below or select from this list--- Academic Support | General Education | | Remove | |
| Minutes per session | | | | | |
| Frequency | Direct Min | Anticipated duration | Start Date | End Date | |
| 5 x week | 300 | 1 year | 09/25/2020 | 09/24/2021 | |
| Statement of student's need for and the specific responsibilities of the paraprofessional(s): | | | | | |
| Type below or select from this list--- THIS IS A 1:1 PARAPROFESSIONAL. The paraprofessional will: 1. Para will facilitate Sally's participation in the general education classroom. 2. Para will support Sally's communication needs within the classroom and foster socialization among peers and staff. 3. Para will accommodate or modify academics to Sally's academic and functional level with support from the general education teacher. For example, use manipulatives for math or write fewer sentences during writing. 4. Para will help guide Sally in following classroom routines and teacher expectations. 5. Para will affirm Sally as she experiences success in the classroom. | | | | | |
| Provider | Supervisor | Direct minutes | Indirect minutes | Service hours | |
| 0 | | 53700 | | 895 | |
| Add Paraprofessional Support | | | | | |

Shared or Child-Specific Paraprofessional

| | | | | | |
|--|--|----------------------|------------------|---------------|--|
| Child Specific Paraprofessional Support <input type="radio"/> No <input checked="" type="radio"/> Yes <input type="checkbox"/> Non-child specific adult support is described in accommodations. | | | | | |
| Type of Paraprofessional Support | | | | | |
| Order # | Service | Location | | | |
| 1 | Type below or select from this list--- Behavioral support | General Education | | Remove | |
| Minutes per session | | | | | |
| Frequency | Direct Min | Anticipated duration | Start Date | End Date | |
| 5 x week | 20 | 1 year | 09/25/2020 | 09/24/2021 | |
| Statement of student's need for and the specific responsibilities of the paraprofessional(s): | | | | | |
| Type below or select from this list--- BEHAVIOR: Billy needs paraprofessional support during recess to ensure that he is safe during this time. Due to his TBI, Billy has difficulty understanding boundaries and safety. He needs an adult to watch him closely to ensure he stays within the playground boundaries and doesn't play unsafely (e.g. climb too high, jump from too high, etc.). | | | | | |
| Provider | Supervisor | Direct minutes | Indirect minutes | Service hours | |
| 0 | | 3580 | | 60 | |
| Add Paraprofessional Support | | | | | |




Paraprofessional (Non-child specific): This describes paraprofessional services that are given to more than one student at a time in the regular education setting. Again, the minutes for this service may involve more than one paraprofessional throughout the course of the day.

Documentation:

- On the service page in the **Child Specific Paraprofessional Support** section, click “**NO**” and then check the “**Non-child specific adult support is described in accommodations.**”
- Explain the services in the **PROGRAM MODIFICATIONS** section in the IEP.

| |
|--|
| Child Specific Paraprofessional Support <input type="radio"/> No <input type="radio"/> Yes <input checked="" type="checkbox"/> Non-child specific adult support is described in accommodations. |
| <input type="button" value="Add Paraprofessional Support"/> |

| | |
|---|---|
|  Northland Learning Center - ISD #6076 1201 13th Avenue South Virginia MN 55792 Tel 218-741-9201 | ACCOMMODATIONS, MODIFICATIONS AND SUPPORTS |
|---|---|

| MODIFICATIONS |
|---|
| Program Modifications, Supports and Adaptations in General and Special Education <p>Due to her inability to stay focused during independent work, Sally needs academic support from an adult during reading and math instruction in the general education classroom. She needs gestural and verbal reminders or redirection to help her stay on task and complete her assignments. Adult support will assist Sally with the following modifications or support:</p> <p>*In consultation with the IEP manager, large or multi-step assignments will be broke apart into a series of smaller and more manageable tasks.</p> <p>*Sally will read aloud to the adult support to help with comprehension.</p> <p>*Sally will be allowed to use graph paper in completing math assignments.</p> <p>*Classroom instructors or adult support will check with Sally frequently to ensure comprehension of classroom instruction.</p> <p>*Sally will be provided additional time to complete classroom assignments in a quiet environment.</p> <p>*Adult support will ask Sally to repeat classroom instructions to ensure understanding.</p> |

NOTE: For non-child specific support, the adult assistance is not limited to a paraprofessional. It can be the special education teacher or general education teacher implementing the accommodations and/or modifications.

Program Paraprofessional: These services are the paraprofessional services that are offered in the special education classroom and are available to ***all*** of the students in that particular classroom.



Documentation:

- On the service page in the **Child Specific Paraprofessional Support** section, click **"NO."**
- Enter an explanation of paraprofessional responsibilities in the Program Modifications, Supports and Adaptations in General and Special Education section of the IEP. For example:
 - "While in the resource room, the student will have access to a program paraprofessional. The paraprofessional will.....*start the description of what the para will be doing with that particular student in the resource room.*"

REMEMBER:

- NEVER use "as needed," "may use," "when the student feels like it" or any language that would indicate that the plan is not clearly developed, unless you have CLEARLY explained the circumstances around when it would be used.
- If you have a student that needs **paraprofessional support on school transportation**, please indicate that in the **SPECIAL TRANSPORTATION section in the IEP**. It does not need to go into the Child Specific Paraprofessional section.
- If the paraprofessional is needed all day, the time entered in the service grid for paraprofessional time should total up to how long the student is in school. It should not reflect more time than they are in attendance.