

# Strategies for Paraprofessionals Supporting Instruction of Students with Disabilities – Part 1

Paraprofessional Session #4

# Agenda

1. Welcome
2. Understanding Services and Supports for Students with Disabilities
3. General Classroom Support Strategies
4. Wrap up and Next Steps



# Who We Are: Public Consulting Group

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# Session Objectives

1. Understand the variety of supports and services available to students with disabilities, as well as the paraprofessional's role in implementation.
2. Identify general support strategies that can be used in the classroom.

# Engagement Guide



- A personal place to think and reflect.
- Used throughout the session.

**Note:** While this content reflects general best practices, paraprofessionals should always operate under the direction of their cooperating teacher(s).

# Understanding Services and Supports for Students with Disabilities

# How Paraprofessionals Support Learning

- Prepare for instruction.
- Supplement instruction.
- Monitor student progress.

Individualized insight should be gained by reviewing the specific needs for the student in the Individualized Education Program (IEP).





# Pause and Reflect: Review of Supplementary Aids and Services

School systems are required to provide a variety of supplementary aids and services to support students with disabilities in their least restrictive environment (LRE). Support categories include:

- Environment
- Pacing
- Presentation of content
- Materials/equipment
- Assignments
- Self-management
- Testing supports
- Social interaction support
- Level of staff support

# Accommodations



**Accommodation** – a change in *how* students access information and demonstrate learning (*without* substantially changing the instructional level, content, or performance criteria).

- Presentation
- Response format and procedures
- Instructional strategies
- Time and scheduling
- Environment
- Equipment

Type	Barrier	Accommodation	Examples
<b>Presentation</b>	The way information is presented (e.g., text, verbal instruction).	<p>Allow students to access information in ways other than standard visual or auditory.</p> <p>Change the way that information is presented.</p>	<p>Large-print books/materials</p> <p>Visual cues (e.g., color-coding)</p> <p>Audio books</p>
<b>Response</b>	The way in which a student is required to respond (e.g., writing, speech).	Allow students to complete assignments through ways other than typical verbal or written responses.	<p>Speech-to-text software</p> <p>Scribe</p> <p>Digital recorder</p>
<b>Setting</b>	The characteristics of the environment (e.g., noise level, lighting).	Allow for a change in the environment or in how the environment is structured.	<p>Preferential seating (e.g., near teacher, away from the door)</p> <p>Testing in a separate location</p>
<b>Timing and Scheduling</b>	The timing and scheduling of instruction (e.g., time of day, length of assignment).	<p>Allow changes to when and how long students have to complete tasks.</p> <p>Allow assignments to be broken down into smaller sections.</p>	<p>Extended time to complete task</p> <p>Frequent breaks</p> <p>Shorter testing sessions</p>



# Modifications

**Modification** – a change in *what* students are expected to learn (e.g., the instructional level, content, and/or performance criteria).

- Working on a lower grade-level standard.
- Completing assignments that cover less content than peers' assignments.
- Being graded on a different scale than peers.

Barrier	Example Modification
Reading printed text	Alternate assignment
Decoding text	Read a lower-level book
Lacks prerequisite skills to complete task	Provide less complex or lower level task
Writing responses	Shorter assignment

# Accommodations and Modifications



How would you describe the difference between accommodations and modifications?

What has been your experience with supporting students with accommodations and modifications?

# General Classroom Support Strategies

# Physical Proximity



# Model-Lead-Test Strategy

## MODEL ("I do")

Educator demonstrates the skill or task while students observe.



## LEAD ("We do")

Educator leads students through the skill or task and provides opportunities to engage in guided practice.



## TEST ("You do")

Students perform the skill or task independently.



# Providing Engaged Support

<b>If the teacher is doing this:</b>	<b>Paraprofessionals can be doing this:</b>
Taking attendance	Collecting homework.
Providing large-group instruction	Collecting data on student behavior or engagement using form and/or technique provided by teacher.
Giving a test	Reading the test aloud to students who receive that accommodation.
Facilitating stations or small groups	Facilitating stations or small groups under teacher guidance.
Facilitating sustained, silent reading	Reading aloud quietly with a small group who would benefit from engaging in reading this way.
Teaching a new concept	Providing teacher-developed visuals or models to enhance understanding for a small group or individual.
Re-teaching or pre-teaching with a small group	Monitoring the large group as they work independently and answering questions about directions or process (not content).

# Multisensory Co-Support Strategies

<b>If the teacher is doing this:</b>	<b>Paraprofessionals can be doing this:</b>
Presents verbal information	<ul style="list-style-type: none"><li>• Hold up props or pictures to visually reinforce the content.</li><li>• Act it out.</li><li>• Use puppets or other manipulatives to bring the content to life.</li><li>• Summarize or draw it out on the white board.</li></ul>
Conducts a discussion	<ul style="list-style-type: none"><li>• Write or draw the ideas using <a href="#">sketch noting</a> (visual notetaking).</li><li>• Move from student to student with a microphone (real or pretend) so students can share their thoughts in an interview style.</li></ul>
Explains directions to an activity	<ul style="list-style-type: none"><li>• Write down each step clearly.</li><li>• Repeat or clarify directions for individual students.</li><li>• Create visual cues.</li><li>• Model following the directions.</li></ul>

# “On-the-Fly” Support Strategies (1)

<b>For students who...</b>	<b>Give them...</b>	<b>Strategies</b>	<b>For example...</b>
Move around frequently	More opportunity to move	Stand and write, write Michelangelo style, dance party, talk and walk, use a clipboard on the floor, use a music stand	When the teacher reads aloud to the class, student is allowed to sit in a rocking chair or pace at the back of the classroom.
Talk frequently	More opportunity to talk	Talk and walk, think-pair-share, debate , turn and talk, “whisper phone”	Before writing independent responses in their journals, students are given the opportunity to talk with a partner about what they plan to write.
Make noise frequently	Suggestions for replacement behaviors	Become the designated “sound effects expert” during stories, allow quiet fidget tools	Designate a specific time in the student's schedule for this activity, and refer to it when the student makes noise outside of that time.

# “On-the-Fly” Support Strategies (2)

<b>For students who...</b>	<b>Give them...</b>	<b>Strategies</b>	<b>For example...</b>
Are resistant	More choices	Choice of writing utensil, type or color of paper, types of manipulatives, choice board.	Allow students to complete their assignment with regular pencil or colored pencil.
Become escalated	Time to calm down, a plan for when finished	“When you’re ready, let’s write down your first step”, provide visual schedule or list out steps of a task for clarity.	Provide a few minutes for an escalated student to calm down before attempting to help them process and move forward.
Shut down	More ways to express frustration	Access to a break card, use a white board to write/draw feelings, encourage an atmosphere of “mistakes mean we’re learning”.	When accessing the break card, the student goes to a designated spot in the room where they are guided through sensory activities to express frustrations (squeeze toys, muscle activating stretches, etc.).

# Pause and Reflect: Common Strategies



What other strategies have worked well for you while supporting students during instruction?

**Wrap Up and Next Steps**

# Reflection and Session Takeaway



What is your biggest takeaway from today's session? What are you looking forward to implementing?

# Thank You, Alabama!



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