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<th>ABSTRACTS</th>
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The authors suggest that paraprofessionals are a valuable resource to consider for assisting with crisis prevention and intervention. Practical suggestions are made for preparing paraprofessionals to assist in this role. |
A case study of an elementary school bilingual paraeducator that highlights issues for principals is presented. This case study underlines concerns that principals need to address if bilingual paraeducators are to be successful and if the maximum benefit is to accrue to schools and their students. Specifically, it raises the issues of belonging, communication, and supervision. Based on this case study, recommendations for small but effective changes that school principals can facilitate are provided. |
This study investigated the education and training of paraeducators to learn how they viewed their role in the instructional process and to explore who held the responsibility for assigning tasks to paraeducators and allocating their time. Participants completed surveys that asked for information on: employment, paraeducator duties and areas of instruction, specific elements of the instructional assignment, and training received. The data suggests that paraeducators frequently participated in instructional decision making regarding both how their time was allocated and which aspects of the instructional process they addressed. (Contains 14 references and 5 tables.) |
This study focused on the use of callous–unemotional (CU) traits to identify a subgroup of children with both attention deficit/hyperactivity disorder (ADHD) and a conduct problem diagnosis (oppositional defiant disorder [ODD] or conduct disorder [CD]) who show characteristics similar to adults with psychopathy. In a clinic-referred sample of children aged 6 to 13 years (N = 154), those with diagnoses of both ADHD and ODD/CD were divided on the basis of teacher ratings of CU traits. Children high on these traits showed features typically associated with psychopathy, such as a lack of fearfulness and a reward-dominant response style. Furthermore, children with CU traits seemed less distressed by their behavior problems. These findings are consistent with research on adults showing that impulsivity and antisocial behavior alone are insufficient to document persons who fit the construct of psychopathy. |
This article emphasizes the invaluable roles that paraprofessionals play in the classroom and the subsequent need for changes in their training, employment, and management. It explores who paraprofessionals are, where they work, what they do, how to use them effectively, and even provides numerous steps that can be implemented at the agency, state, and national levels. |

In this lead article in a special topical series on paraprofessionals, Brown and his colleagues trace the historical roots of services for students with severe disabilities and the involvement of paraprofessionals in their education from WWII to the present. They use this historical perspective to present a series issues that call in to question that appropriateness of our current reliance on paraprofessionals to educate students with severe disabilities. The article present a rationale and suggestions for "paraprofessional replacement strategies" if fewer paraprofessionals were assigned to students with severe disabilities. These include approaches such as resource reallocation, lowering class sizes, adhering to natural proportions of students with disabilities in general education classes, building the capacity of professional faculty through locally appropriate training, and utilizing technical assistance teams.


This article describes a rural school district’s effort to develop a staff development model for their "teacher aides" in special education classes. The developers consulted the literature and their staff as they developed the content and format for this continuous staff development model. The model provides training in the areas of: 1) basic academic instruction in behavior management; 2) Cardio-Pulmonary Resuscitation; 3) Instruction in lifting; and Nonviolent Crisis Intervention. The author summarized data collected from their initial needs assessment, projected program cost, and end of year questionnaire. Modification to the model’s first year of implementation are reviewed. (Broer)


Teachers working with children with Asperger syndrome may not be aware of how to provide the best inclusive environment. This article outlines strategies and tips that can be incorporated to help these children adjust and become successful in the general education classroom.


This article addresses ways that regular and special education teachers can provide training for paraeducators and delineates the roles and responsibilities appropriate for paraeducators. Training suggestions cover the interview, orientation, sharing information, meetings, and team skills. Paraeducator responsibilities require teaching students inclusion skills, interpersonal/social skills, daily living skills, community skills, and domestic skills. (Contains references.)


This article provides an overview of paraeducator roles, importance, use in the classroom, and legal and ethical considerations. Suggestions about future directions and opportunities for paraeducators are also discussed.
With the increasing number of paraeducators in classrooms, general education teachers have many important questions. This video series and companion guide will help you answer many of these questions! This series covers a range of nuts-and-bolts topics including: why the job duties of paraeducators have changed over the years; what classroom teachers need to know to get started; useful tips for managing another adult; and how paraeducators factor into the planning process; and much more. Each VHS video is 35-40 minutes in length.

The four titles in this series are:
- **Tape 1 – All About Paraeducators**
- **Tape 2 – Preparing for Your Paraeducator**
- **Tape 3 – Getting the Most Out of Your Paraeducator**; and
- **Tape 4 – Planning and Evaluating** (Doll)


A study examined management practices of general and special education teachers and therapists who work with paraeducators in K-12 inclusive classrooms. Surveys focusing on the actual and ideal performance of 27 specified supervisory tasks were completed by 369 general and special education teachers and therapists from 12 school districts, 11 of them rural, within 2 eastern Kansas special education cooperatives.


Paraeducators are being used in inclusive classrooms to support special education students. Supervision and management of paraeducators was once the responsibility of the special educator working with the paraeducator. However, teacher shortages in rural schools result in paraeducators spending most of their time in general education classrooms. Paraeducators are required by special education law to be supervised and managed, and supervision implies more direct control than management. Rural education has the lead in the use of paraeducators. Specific suggestions for paraeducator management are given based on rural experience.


Interviews were conducted with 16 paraeducators providing support to students with moderate to severe disabilities in general education classrooms. Paraeducators reported numerous roles and responsibilities as well as considerable independence in decision making and program implementation despite their limited training. Implications for the use, training, and supervision of paraeducators are addressed.


With the help of this lively resource, paraprofessionals and educators will discover strategies for strengthening their partnership and reaching their common goal: building classrooms that welcome and support all students. Included in this guide are activities, legislative updates, and forms that can be used to define goals and generate student profiles and more.

A survey of 212 Wisconsin special educators found the majority were expected to supervise paraeducators but had no preservice education or inservice from their school system. Ninety percent felt teacher-educator institutions should educate preservice educators and indicated topics that should be covered. Respondents' challenges to working with paraeducators are discussed.


Based around the acronym PRIDE, this training manual is designed to guide a paraprofessional and teacher through a deliberate series of exercises as part of a teaming process. PRIDE is an acronym standing for the key components of Perception; Roles; Implementation; Development; and Evaluation. The manual includes work sessions, interviews, questionnaires, discussion questions, and forms that build upon one another and take the teacher and paraprofessional on an educational journey together.


The story of one young man's successful return to his neighborhood high school provides the nuts and bolts of how to use a paraeducator to ensure smooth and cost-effective transitions for youth moving from restrictive environments back to public schools. Discusses the paraeducator's role, training, crisis planning, initial successes, and reducing the student's dependence on the paraeducator.


This digest examines the qualities that make paraeducators good candidates for teaching, particularly in diverse, urban schools. It discusses the critical aspects of programs that prepare paraeducators as classroom teachers. Paraeducators and other education support personnel (ESP) already have classroom experience, are more likely to live in the community where they work, often have significant experience working in public schools, and are often minority group members. When trained as teachers, they tend to stay in the classroom longer and achieve at higher levels than teachers from traditional teacher preparation programs.


Elements of good practice are presented concerning the use of classroom assistants to support pupils with special educational needs. The paper describes their background; functions; and effective management practices, such as careful determination of time allocation, clarification of the assistant's role, and clear communication of teacher expectations of students. (JDD)


This article is geared primarily towards first-year teachers of special education. It serves as a reminder on how to handle confidentiality issues with substitute teachers and substitute paraeducators. The author offers advice and solutions in hopes of creating a smooth, consistent transition in the classroom at all times. The author offers point by point guidelines on what to do when the teacher is absent and what to do when the paraeducator is absent. These specific procedures and suggestions stress the importance of planning ahead of time, delegating specific tasks, being consistent and openly communicating the importance of confidentiality, no matter who is in the classroom. (Doll)

This study examined the relationship between 18 pairs of special-education resource teachers and the paraeducators they supervise. Teachers were divided in their beliefs about the fundamental role of paraeducators, whether as assistants to the teacher or to the student. Teachers also expressed reluctance about their supervisory role, preferring to view paraeducators as peers. (Author/DB)


Describes the role of a paraeducator, a person who works in a school in an instructional capacity alongside school professionals and is supervised by the licensed professional. Required training, paraeducator characteristics, and how the presence of a paraeducator changes the role of the teacher are discussed. (CR)


This third installation of the "Paraeducator Supervision Notebook" focuses on practical ways teachers can make decisions about which classroom tasks to delegate to a paraeducator. It discusses effective time management, the benefits of delegation, reasons school professionals fail to delegate, and steps for delegation to paraeducators. (CR)


This paper highlights and describes the issues related to the employment of paraprofessionals that are most likely to be of importance to the teachers who work with them. It gives a brief history and background and then provides discussion on paraprofessional training, roles, links to the community, and professional development options.


This article explores the changing roles of teachers and paraeducators, delineates responsibilities, and offers practical suggestions for educators and paraeducators in inclusive classrooms. In assigning tasks to paraeducators, teachers are urged to consider educational legislation, risks to students and to personnel, and competencies and skills of each paraeducator. (CR)


Nineteen mothers of 23 children who received special education services in inclusive classrooms with support from paraprofessionals found that the mothers identified closely with paraprofessionals and believed that they were compassionate, dedicated people who functioned in four major roles: connector, team member, instructor, and physical caregiver. Turnover is discussed. (Author/CR)

This report was based on a study on special education teachers responsible for supervising paraprofessionals. The results revealed important information regarding the roles of special education teachers as supervisors, the type of work that is done by them and the paraprofessionals with which they interact, and the amount of training they receive for such responsibilities.


This guide provides tools and strategies for recruiting, managing, and using paraeducators in schools. It offers guidelines for using paraeducators in ways that best contribute to student achievement as well as strategies for identifying best practices, time frames, and people best suited for training paraprofessionals. It includes specific guidelines for working with paraeducators in special education, Title I, ESL training, school libraries and media centers, general and special education classrooms, speech/language pathology, and health-care services. It is designed for district-level administrators, school administrators, and teachers. The chapters are titled as follows: (1) "Employing Support Personnel in Schools"; (2) "Potential Problems with Paraeducators/Finding Solutions"; (3) "The Shifting Roles of School Professionals"; (4) "Recruiting and Hiring Paraprofessionals"; (5) "Starting Off on the Right Foot"; (6) "Taking Time to Save Time: Delegating to Paraeducators"; (7) "Planning for Paraeducators"; (8) "Paraeducator Training"; (9) "Monitoring and Evaluating Paraeducator Performance"; (10) "Managing the Workplace." Each chapter contains a summary. The guide also contains many user-friendly information recaps; lists of questions; sample forms; sample plans; worksheets for a variety of tasks; and self-assessment and support checklists for a variety of tasks. (Contains a subject index and 73 references.) (WFA)


Paraeducators are school employees whose responsibilities are either instructional in nature or who deliver other services to students. Large numbers of paraeducators have expressed a desire to become professional teachers. Because many paraeducators, perhaps the majority, are from minority groups, they would expand the pool of potential teachers from underrepresented groups. Well-designed paraeducator-to-teacher programs foster stronger school/university collaboration, improved induction into teaching, and graduated assumption of teaching roles as knowledge and skills are refined. (LL)


Studied whether the presence of a teacher aide in the classroom has noticeable impact on student learning using data for more than 6,300 students in 79 Tennessee schools. Findings suggest that teachers' aides have little, if any, positive effects on student learning. Results also indicate that many aides are required to perform tasks for which they have inadequate preparation. (SLD)


Intended for administrators, teachers and paraprofessionals., this workshop explores role clarification, job responsibilities and ethics. Washington State core competencies are addressed. Case studies and problem solving activities are provided.

This checklist is designed to help paraeducators, teachers, and principals understand their roles and responsibilities as they relate to each other. It offers tips for teachers on working effectively with paraeducators, practical suggestions for paraeducators on clarifying their jobs and relationships with students and school staff, and advice for principals on the administrative supervision of paraeducators. Five sections focus on: "Introduction" (e.g., how the checklist can be beneficial and who should use it); "The Paraeducator's Role" (e.g., major responsibilities, learning school policies and procedures, working with teachers and supervisors, and performing assigned tasks); "The Teacher's Role" (e.g., major responsibilities, beginning the school year, managing paraeducators, assigning tasks, and giving feedback); "The Principal's Role" (e.g., major responsibilities, hiring paraeducators, creating a professional climate, and supporting the teacher-paraeducator team); "A Winning Team" (reasons to team up, 10 characteristics of an effective team, breaking in a new team member, and promoting and assessing the team); and "Resources" (books, articles, videos, Web sites, and organizations). (SM)


This facilitator's manual is part of a curriculum to help special educators teach paraprofessionals to support individual students with disabilities effectively, especially students with moderate to severe disabilities who require individualized support. Special aspects of the curriculum include its site-based and job embedded approach as well as the incorporation of follow-up coaching and feedback. Introductory material provides a curriculum overview and answers to questions about the curriculum. The curriculum is comprised of four instructional parts with a total of seven instructional units. Each of the seven units includes a unit guide, directions for facilitation, and handouts suitable for reproduction. (DB)


This article, based on review of current paraprofessional literature and issues, addresses five contemporary questions tied to improvement of paraprofessional supports for students with disabilities. For each it offers pertinent information from the literature and implications for practice. It also challenges readers to evaluate whether existing and proposed actions truly accomplish what is intended for students with disabilities.


This study describes differences in teacher engagement identified within two approaches to providing paraprofessional supports in general education classrooms, program-based and one-on-one. Analysis of observed and reported experiences of 103 school personnel from four schools identified characteristics of teacher engagement and disengagement, involvement of special educators, and phenomena associated with teacher disengagement when one-on-one paraprofessional service delivery was used. (Author/DB)
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<td>Giangreco, M.F., Edelman, S.W., &amp; Broer, S.M. (2001). Respect, Appreciation, and Acknowledgment of Paraprofessionals Who Support Students with Disabilities. <em>Exceptional Children</em>, 67, 4, 485-498.</td>
<td>This article describes the experiences of school personnel in their interactions with paraprofessionals who work in general education classrooms. In particular, themes related to issues of respect, appreciation, and acknowledgment are discussed and implications for application are included. Overall, recognition and respect are considered invaluable in obtaining and retaining high quality paraprofessionals.</td>
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<td>Giangreco, M.F., Edelman, S.W., &amp; Broer, S.M. (2003). Schoolwide planning to improve paraeducator supports. <em>Exceptional Children</em>, 70, 1, 63.</td>
<td>This study chronicled the use of a process of planning for paraeducator supports, by teams in 46 schools, in 13 states during the 2000-2002 school years. Findings indicate that the process assisted school teams in self-assessing their paraeducator practices, identifying priorities, and developing action plans and implementing them. Culminating reports documented impact on school personnel and student outcomes. Implications for schools and future use are discussed for improving paraeducator supports and educational supports for students with disabilities.</td>
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<td>Giangreco, M.F., Edelman, S.W., Broer, S.M., &amp; Doyle, M.B. (2001). Paraprofessional support of students with disabilities: Literature from the past decade. Council for Exceptional Children, 68, 1, 45-63.</td>
<td>This article summarizes and analyzes 43 pieces of professional literature pertaining to paraprofessional supports for students with disabilities published between 1991 and 2000. The findings identify topical gaps in the literature, review the major data based findings, and present implications for the field. Suggestions for future research stress more student outcome data and exploration of alternatives to paraprofessional supports. (Author/DB)</td>
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<td>Giangreco, M.F., Edelman, S.W., Luiselli, T.E., &amp; Macfarland, S.Z.C. (1997). Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities. <em>Exceptional Children</em>, 64, 1, 7-18.</td>
<td>This report is based on a study on the effects of the proximity of instructional assistants on students with multiple disabilities placed in general education classrooms. Several findings regarding the effects on student learning and socialization are highlighted and implications for practice related to policy, training, classroom practice, and research are given.</td>
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<td>Giangreco, Michael F., Chicoski-kelly, E., Backus, L., Edelman, S., Tucker, P., Broer, S., &amp; Cichoskikelly, C. (1999). Developing a Shared Understanding: Paraeducator Supports for Students with Disabilities in General Education. <em>TASH Newsletter</em>, March 1999, 21-23.</td>
<td>This article presents a comprehensive list of factors that should be considered when discussing the roles of paraeducators and the supports available for them. The intended purpose is to provide a background for discussion that will aid in the development of effective teams between paraeducators and those who manage their work.</td>
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<td>These two manuals provide instructors and participants with a curriculum designed to facilitate collaborative and constructive relationships among teachers and special educators as they direct the work of paraeducators in the delivery of services to students with disabilities in inclusive classrooms. The course is intended to require approximately 12 hours of instruction and 10 hours of practicum and can be offered in a variety of settings including inservice training with or without continuing education or university credit. The instructor's manual contains: introductory material, suggestions for using the manual, and four units of instruction. Each unit contains: an overview (with a brief description, unit objectives, and lists of readings and materials); an agenda; a lesson plan; and relevant overhead masters. For each unit, the participant's manual provides a participant's overview, required readings (full-text), and activity sheets/to do lists. The curriculums four units address the following topics: (1) welcoming, acknowledging and orienting paraeducators; (2) clarifying roles and responsibilities of paraeducators and other team members; (3) planning for paraeducators; and (4) communicating with paraeducators and providing feedback. Various forms are provided including a sample course announcement, a participant registration form, a certification of accomplishment, a list of practicum requirements, a self-assessment review, and participant unit evaluation forms. (DB)</td>
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<td>Written for school administrators and planners, this guide includes numerous questionnaires, self-assessments, discussion guides, and planning information regarding the establishment of a multi-constituency team for paraprofessional development. Information and activities regarding the make-up of the team, team activities, the development of a custom-made plan of action, and the steps to follow in carrying it out are all included.</td>
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<td>Analysis of survey responses of 70 paraeducators working in early-childhood settings found paraeducators engaged in 30 different tasks of instructional and/or clerical nature, yet only 30% had received training. Data support other findings indicating a lack of adequate training, few opportunities for career advancement, low wages, and poorly defined job descriptions. Recommendations for changes are offered. (DB)</td>
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<td>This book includes and overview of the special education system, basic guidelines to assist you within the setting, and an assortment of strategies and ideas to implement in the classroom environment. The extensive Appendix includes seventeen reproducible forms to assist with various aspects of inclusive schooling. There are six chapters with several sub-topics under each. The six chapters are as follows: 1) Building Background, 2) The Special Education Department, 3) Getting Started: The Paraprofessional’s Role, 4) The Paraprofessional and the General Education Teacher, 5) Modifications Categories, and 6) Modification Strategies.</td>
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The Iowa Learning Resource Network conducted a needs assessment project to address issues pertaining to the staff development and utilization of paraprofessional services, including speech-language paraprofessionals. A preliminary step in the project was the formation of focus groups consisting of professionals and paraprofessionals serving in a variety of assignments throughout the state. Through these groups, project coordinators conducted a needs assessment to identify important issues in the staff development and use of paraprofessional personnel. Focus group discussions revealed several issues that require systematic change efforts at the state, regional and local levels. This article describes how the focus group assessment approach can be used to gather important information for designing job-relevant personnel development programs.


This presentation describes the contributions that paraeducators can make to the classroom using their connections to the community and their knowledge of the local area. (Author)


This report contains a discussion of the full position statement of the Board of Directors of the Division on Mental Retardation and Developmental Disabilities (MRDD) regarding the employment, preparation, and management of paraeducators along with recommendations for future action.


This article reviews research examining expanding roles of paraprofessionals in special education; their efficacy, based on student outcomes and educators' perceptions; empirical bases for training; and training models. Conclusions are drawn concerning the expanded role of paraprofessionals, lack of efficacy data, and lack of systematic training. (JDD)


New roles and responsibilities for classroom aides necessitate updating the name of the job and professional development for these employees. This paper examines the necessary content and process of paraeducator professional development, explaining that the key to effective ongoing professional development can be assured only by developing a carefully planned framework. Two tables offer a framework and describe essential content. (SM)


This article discusses the impact of legal issues associated with the use of paraeducators in special education, provides practice considerations for state and local agencies and universities in regard to training and preparation of paraeducators, and discusses future directions related to paraeducators in the field of special education. (Author/CR)
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<tr>
<td>Killoran, J., Templeman T.P., Peters, J., &amp; Udell, T.</td>
<td>Identifying paraprofessional competencies for early intervention and early childhood special education.</td>
<td>TEACHING Exceptional Children</td>
<td>34, 1, 68-73</td>
<td>This article identifies competencies needed by paraprofessionals working in early childhood special education including ways to document various mastery levels. It describes use of the competencies in Oregon's early childhood special education personnel development program. It explains the process used to identify needed competencies and also reports on a survey of 64 paraprofessionals of their perceived training needs. (DB)</td>
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<td>Koppang, A.</td>
<td>Curriculum Mapping: Building Collaboration and Communication.</td>
<td>Intervention in School and Clinic</td>
<td>39, 3, 154-161</td>
<td>This article explores the application and use of curriculum mapping as a tool to assist teachers in communicating the content, skills, and assessments used in their classrooms. The process of curriculum mapping is explained, and the adaptation of the process for special education teachers is detailed. Finally, examples are give of how curriculum mapping can assist both special and general education teachers in meeting the needs of students in the classroom. Although this article will apply the use of curriculum mapping data at the middle school level, the process of mapping is equally effective at the elementary and high school levels.</td>
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<td>Lasater, M. W., Johnson, M. M., and Fitzgerald, M.</td>
<td>Completing the education mosaic: Paraeducator professional development options.</td>
<td>Teaching Exceptional Children</td>
<td>33(1), 46-51</td>
<td>This article discusses current staff development practices for paraeducators. It provides a framework for planning and conducting teacher/paraeducator professional partner development. The authors begin the article by providing a summary of IDEA provisions and what paraeducators should know about them. This summary includes a) paraeducators roles and responsibilities, b) learner characteristics, c) cultural diversity, d) data collection, e) behavioral and instructional strategies, and f) health related issues and procedures. The authors assert that not only should schools hire and train paraeducators, they must also develop effective, ongoing professional development for them. A needs assessment is a critical part of this process in order to respond effectively to the paraeducator and the school district. A chart entitled, &quot;Sample Paraeducator Professional Development Needs Assessment&quot; is included in the article. (Doll)</td>
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<tr>
<td>LeTendre, M.J.</td>
<td>Paraprofessionals: A resource for tomorrow’s teachers.</td>
<td>Journal of Education for Students Placed At Risk</td>
<td>3(2), 107-110</td>
<td>Paraprofessionals have often acquired many skills that make them valuable contributors to the effectiveness of Title I programs. Career ladders supported with Title I and other funds are effective tools to help paraprofessionals increase their skills and become better teachers. (SLD)</td>
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<td>Long, C.</td>
<td>Paraeducator Standards-Based Training: Building Blocks for Success.</td>
<td>Winona State University. Wisconsin Cooperative Educational Service Agency #4</td>
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<td>An “orientation” for paraeducators that is structured around Wisconsin proposed knowledge standards: Purpose &amp; goals, Cultural Awareness, Special Education Rights &amp; Responsibilities, Paraeducator roles &amp; responsibilities, Responsibilities &amp; Legal Requirements, Characteristics of Learners, Purpose of Assessment, Instruction, Teaching and Learning Environment, Addressing the Behavioral Needs of Students with Disabilities, Communication and Collaboration, Professionalism and Ethics. Worksheets and activities are provided.</td>
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Written for new paraprofessionals, this handbook is designed to provide a framework for orientation and training during the first year of employment. It is intended for use as a basis for discussion and interaction for paraprofessionals, teachers, and administrators working together towards the goal of facilitating a smooth transition from novice to experienced paraprofessional. The handbook is structured as a series of discussion questions, exercises, and informational lessons.


This report is based upon the findings of a study conducted in inclusive classrooms. In these settings, paraprofessionals tend to take a very high level of responsibility for the academic and behavioral needs of students with disabilities. Reasons for this finding are detailed in the report and are related to the need of the paraprofessional to provide a good experience for both the teachers and students. The study suggests that increased training and collaboration are needed so that paraprofessionals do not feel solely responsible for the inclusion and are more able to perform their duties.


This study describes a social validation of appropriate roles and responsibilities for teaching assistants (TAs) in inclusive classrooms using a self-report survey completed by general education teachers, special education teachers, and TAs. Factor analysis suggested five major role components including: instruction, school support, liaison, personal support, and one-to-one in-class support. The need to clarify TA job expectations is stressed. (Author/DB)


This study examined the training options and needs of paraprofessionals who provide transition services to students with disabilities in public school and adult agencies. Questionnaire responses of 142 individuals and interviews with 27 paraprofessionals and supervisors indicated that few structured training programs for these paraprofessionals exist. The competencies and training needs of these personnel were identified. (Author/DB)

This book provides advice and activities to help forge productive working relationships between teachers and paraeducators. Chapter 1, "Leading the Classroom Instructional Team," examines teacher responsibilities as leaders of classroom instructional teams, discussing how their new roles as paraeducator supervisors can mesh with more traditional roles. Chapter 2, "Assigning Roles and Responsibilities," examines the process of identifying roles and responsibilities for paraeducators. Chapter 3, "Improving Communications," considers different approaches and experiences adults bring to classrooms and how they influence effective communication. Chapter 4, "Monitoring the Quality of Your Paraeducator's Work"; chapter 5, "Providing On-the-Job Training"; and chapter 6, "Creating a Feedback Loop," describe the process of assessing paraeducator skills and abilities, providing training, and establishing procedures for giving and receiving feedback. Chapter 7, "The Logistics"; chapter 8, "Troubleshooting"; and chapter 9, "Practicing What You've Learned," examine practical concerns. The first seven chapters provide suggestions for translating chapter subject matter into specific classroom situations, offering fill-in-the-blank forms that can serve as the basis of self-improvement plans and help teachers set personal goals related to supervisory roles. A list of organizations that provide useful information for paraeducators and teachers is included. (SM)


Written for teachers who supervise paraprofessionals, this is a comprehensive and succinct list of 20 ways to work effectively with a paraprofessional including management, training, instruction, and communication recommendations and concerns.


With the increase in numbers of paraeducators (teacher's aides, classroom assistants, paraprofessionals) in classrooms in the last half century, and the increased sophistication of their assigned roles, the issue of training for this group becomes critical. Much of the training which is currently provided to paraeducators is not linked to a career pay structure, and administrators may be skeptical as to whether paraeducators would be willing to attend training given this lack of a vehicle for recognizing increased skill and knowledge levels. Paraeducators in three Western states were surveyed to ascertain their motivation for attending training. The results of this study suggest that paraeducators' motivation for attending training is based on a simple desire to be better equipped to perform the tasks required of them. (Author)


Responsibility for most paraeducator staff development curriculum rests with school and district administrators. Research has indicated that a wide variety of topics covered by current paraeducator training programs, reflecting the diverse roles, which are assigned to paraeducators across the United States. Administrators are reminded of the need to ensure that training curricula need to be tailor-made to fit the needs of the client: in this case the paraeducator and the student. Guidelines are offered to assist administrators in their choice of paraeducator training curriculum. (Morgan & Hofmeister)

This brief discussion provides an overview of the history of paraprofessionals and their roles in the classroom, raises some concerns regarding their responsibilities and needs, and suggests several practical, possible steps that can be taken by administrators and teachers to support, recognize, and empower paraprofessionals.


This interview with Joyce Hinckley provides readers with perspectives on working with teachers, students with special needs, administrators, and parents. Joyce has been a paraeducator for over 15 years.


This study examined perceived advantages and disadvantages of teacher-paraeducator teams, discussing how to enhance the effectiveness of such teams.


This kit provides materials for training educators to better supervise paraeducators and other classroom personnel. It consists of an instructor's manual, a trainee's workbook, and six videotapes, one for each unit. The training program is intended for small groups in six sessions in either inservice or university settings. The instructor's manual includes the trainee's workbook and additional information to help the instructor use the videotapes, generate group discussion, create group exercises, and stimulate interest. The videotapes present classroom situations and video exercises to stimulate discussion.


This article outlines the rationale for developing a process to help Individualized Education Program teams determine when to assign paraeducators to support students with disabilities in general education classrooms. It describes a formal, decision-making model, its benefits, and its effects. A needs checklist and assistance matrix is provided. (CR)


What’s the contradiction? Special education has become a system that depends heavily on relatively untrained, underpaid, and devalued staff members to provide complex instructional and behavioral programs to our most challenging students. Something is not right with that picture…this is what I refer to as the “paraeducator paradox.” The following is a brief description of some of the larger issues and growing concerns that surround the employment, training, retention and support of paraeducators. The ideas presented come from research; many are from the numerous paraeducators with whom I’ve worked over the past fourteen years. My hat goes off to these dedicated professionals! (Author)
Orth, W.J., (2004). My brother’s signs of courage. *Intervention in School and Clinic, 39*, 3, 183. This series of pictures and descriptions are from Wesley James Orth, 8 years old. Wesley describes the complications experienced by his brother with Asperger Syndrome and the mental and social effects that accompany the disability.

Overton, T., (2004). Promoting Academic Success Through Environmental Assessment. *Intervention in School and Clinic, 39*, 3, 147. This article presents the Assessment of Academic Environments, an intervention technique used to address how the environment contributes to student success in both general and special education. Two case studies are provided and implications for future research are discussed.


This facilitator's manual goes with a training module for inexperienced elementary classroom assistant teachers, which provides information on what their job consists of, what is occurring in American elementary schools, and possibilities for paraeducators. Part 1, "Preparing for Training," includes a checklist for paraeducator training, morning preparation, a paraeducator training agenda, warm-up activities, cool-down activities, support activities, a paraeducator training evaluation, information on how to use the manual, and notes about the SPED training module. Part 2, "The Training," includes information on the 12 training modules, which are: "Who Are You?"; "Are You Qualified?"; "What Can You Expect?"; "What about Instruction?"; "What Are Professional Relationships? How Are They Important?"; "Are You Confused about Safety?"; "What Do You Need To Know about Classroom Management and Discipline?"; "What Does the Elementary School Look Like?"; "What Do School Administrators, Principals and Teachers Mean When They Say...? Are You Still Confused?"; "Look How Much You Know!"; "Just for the Classroom Teacher!"; and "Reflection Time for You: The Paraeducator in the Elementary School Classroom!" Transparencies and handouts are included. (SM)


This report was written to provide policymakers and administrators with information they can build on to address issues and practices surrounding the hiring, training, educating, and supervising of paraprofessionals. It addresses the current state of the art of the paraprofessional vocation and then outlines policy and systemic issues that need to be addressed by policymakers, service providers, personnel developers, unions, and others.


The purpose of this report is to provide policymakers and administrators in state and local education agencies and in institutions of higher education, and other stakeholders, with information they can build on as they work together to address issues and practices that affect paraeducator employment, roles, training/education, and supervision. (RT)

This technical assistance manual contains guidelines for paraeducator roles, supervision, and skill and knowledge competency standards on which policymakers and implementers can build to improve the effectiveness of teacher/provider-paraeducator teams. The guidelines and standards were developed by a project of national significance funded by the Office of Special Education Programs of the U.S. Department of Education. This manual is divided into 10 separate, detailed sections. (CR)


This project was designed to develop instructional materials to prepare teachers of students with disabling conditions and other professional personnel to assume responsibilities as classroom managers and supervisors. Instructional modules cover the topics of management and supervision; the teacher and paraprofessional as an instructional team; and the process of integrating the paraprofessional into the classroom through setting goals and objectives, directing and delegating, communication and team building, problem solving, evaluating and coaching, and planning for change. A performance/skills survey for teacher-managers is included, along with worksheets, problem-solving activities, case studies, and other handouts. (JDD)


This digest is concerned with the need to develop standards and infrastructure for improving the employment, placement, preparation, and supervision of paraeducators in inclusive general and special education classrooms, Title I, multilingual/English as a Second Language, and early childhood programs. It discusses teacher responsibilities for directing and integrating paraeducators, and the need for policies and infrastructures to strengthen teacher and paraeducator teams. A list of essential policy questions that are central to the conceptualization and implementation of a comprehensive system for professional development for paraeducators is provided. (CR)


Written for teacher educators, personnel developers, policymakers, administrators, general and special educators, and related services practitioners, this text provides information regarding paraprofessionals' contributions to the delivery of education services and the need for role clarification, effective supervision and management, good communication, and teamwork.


Strategies that accommodate sensory differences and promote students’ unique strengths are essential for success and achievement in the classroom. By using sensory strategies for all students in the classroom, students with specific sensory needs are not singled out. When sensory choices are incorporated into classroom activities and the classroom environment, students can choose what their bodies need in order to continue learning.
<table>
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<th>References</th>
<th>Author(s)</th>
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<tr>
<td>Railsback, J., Reed, B., &amp; Schmidt, K., (2002). Working Together for Successful Paraeducator Services: A Guide for Paraeducators, Teachers, and Principals. By Request Series.</td>
<td>This booklet provides an overview of the current issues surrounding paraeducator employment and synthesizes recommendations of various national, state, and local paraeducator task force groups. Based on these recommendations, the booklet outlines suggestions for paraeducators, teachers, and principals to increase paraeducator effectiveness. An appendix presents existing or proposed state paraeducator certification policies. Relevant resources are listed. (SM)</td>
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<td>Reinoehl, R.B., &amp; Halle, J.W. (1994). Increasing the assessment probe performance of teacher aides through written prompts. JASH, 19, 1, 32.</td>
<td>This study found that delivering data cards to three special education teacher aides prompting them to conduct daily social-greeting probes of students with severe disabilities was effective in increasing the level of probing and was accompanied by less variability, higher sustained probing rates, and more equitable probing compared to not using the cards. (Author/JDD)</td>
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<td>Riggs C. and Mueller, P. (2001). Employment and Utilization of Paraeducators in Inclusive Settings. The Journal of Special Education, 35, 1, 54-62.</td>
<td>This report is based upon a study conducted in two New England states on paraeducators' experiences in inclusive educational settings. The findings supported a need for more training for paraeducators and the importance of relationships within the educational community. The report concludes with recommendations for policymakers, administrators, teachers, institutions of higher education, and paraeducators in creating inclusive educational programs that are effective and supported.</td>
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<td>Riggs, C. (2002). Providing administrative support for classroom paraeducators: What’s a building administrator to do? Rural Special Education Quarterly 21 (3), 10-14.</td>
<td>This article addresses the changing role administrators have over the hiring and supervision of paraeducators. Historically paraeducators worked primarily under the supervision of special educators. With the dramatic increase in the use of paraeducators in general education classrooms over the past decade, administrators have been called upon to interact more directly with paraeducators. Riggs discusses the three “R’s” that can help define administrative support for paraeducators. They are: Responsibilities, Relationships, and Respect. (Doll)</td>
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<td>Rogan, P., &amp; Held, M. (1999). Paraprofessionals in job coach roles. JASH, 24, 4, 273-280.</td>
<td>This article examines issues related to paraprofessionals in job coach roles for students with disabilities. It describes issues related to recruitment, retention, orientation, and training of paraprofessionals in job coach roles. In addition, roles and responsibilities, supervision, evaluation, and compensation issues are discussed. Recommendations for improving practice are offered. (Contains references.) (Author/CR)</td>
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<td>Russotti, J. &amp; Shaw, R. (2001).</td>
<td>In-service training for teacher assistants and others who work with</td>
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<td>Rueda, R., &amp;; Monzo, L.D. (2002)</td>
<td>Apprenticeship for Teaching: Professional Development Issues</td>
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<td>Salzberg, C., &amp; Morgan, J. (1995).</td>
<td>Preparing teachers to work with paraeducators. Teacher</td>
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<td>Schmidt, K., Greenough, R., Nelson, S. (2002).</td>
<td>Designing State and Local Policies for the Professional Development</td>
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<td>Steckelberg, A.L., &amp; Vasa, S.F. (1998).</td>
<td>How paraeducators learn on the web. Teaching Exceptional Children,</td>
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(RB) = Russell B. Worthington, (SM) = Sandra M. Vellutino, (CR) = Carla R. Wolf

The effectiveness of peer-mediated intervention on the social behavior of eight socially withdrawn preschoolers was examined. Intervention conducted by classroom assistants resulted in the withdrawn preschoolers increasing their social interactions with peers during instructional triads and improving their behavior. (Author/JDD)


The purpose of this study was to investigate issues related to retention or attrition of paraeducators. Four major findings emerged: (a) the length of time paraeducators stayed on the job; (b) the primary reason for taking a job as a paraeducator; (c) difficulties with low pay; and (d) issues related to working conditions.


Self-directed Individualized Education Programs (IEPs) allow students to assume leadership and become actively involved in the decisions made at their IEP meetings. This article describes how through direct instruction, social skills discussion, active practice, and role-playing students are prepared to facilitate their meeting. This active participation encourages empowerment and ownership by the student. Teacher attitude and support are critical to the success of the process. This training is an important tool in assisting teachers to promote their students to become self-advocates in their postsecondary decisions and responsibilities.


This article summarizes current legislation regarding the roles and responsibilities of paraeducators, and methods and ideas are suggested for preparing and managing paraeducators.


This video and accompanying manual were developed in conjunction with the California Confederation on Inclusive Education and the California Department of Education. It provides information on the roles and responsibilities of paraeducators who are supporting students with disabilities in general education classrooms. It is a two-part video that covers: Part 1:Introduction to inclusion, Your role as a paraprofessional, Working as part of a team, Social relationships, Teaching new behavior, Positive reinforcement, Challenging behavior Part 2: Overall considerations, Instructional strategies, Materials and adaptation development. (Doll)


To increase the representation of people of color in teaching, the potential candidate pool must expand beyond those who are likely to attend college. Paraprofessional school personnel, who typically are from minority groups, constitute a ready source for increasing the supply of diverse teachers. Five strategies that contribute to the success of career ladder programs for paraprofessionals are discussed. (SM)

This article offers six training suggestions for preparing paraprofessionals to work successfully with students having disabilities in an inclusive setting. These include providing preservice training through a centralized interdisciplinary training team, modeling the use of appropriate behavior management techniques, and communicating the importance of team collaboration. (DB)


The role of paraprofessionals has evolved over the past 50 years from assistance with clerical tasks toward more instructional tasks. The contemporary role reflects changes in educational practices, evolution of teachers' roles, shifts in legislation and policy, and shortages of qualified teachers. This paper reviews the history of the paraprofessional position and the current literature on supply and demand, preparation and training, and certification and licensure. A summary of the issues is provided, and implications for further research are discussed.


To be competent in a job, an individual must have knowledge, skills, and abilities to do all that is expected and required. The competencies are statements that indicate the knowledge and skills needed for instructional paraprofessionals to work successfully in educational settings. This is a revised version of the competencies, designed for all Minnesota instructional paraprofessionals, including Special Education, Title I, Limited English Proficient, Bilingual, English Language Learner, Career and Technical Education, American Indian Education, as well as locally funded paraprofessionals. Although this version has a new numbering system, the competencies from the previous version can be identified within this version by using the codes provided in parenthesis.


The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) allowed paraprofessionals who are *appropriately trained* and *supervised* to assist with the provision of special education and related services. How to determine what is meant by *appropriate training* and *supervision* is a difficult question that is being answered in a variety of ways in different states. This paper gives brief overviews of five selected states and their respective responses in an attempt to highlight common themes and objectives that may serve as a guide to others.


A guide for teachers, related service personnel, administrators, paraprofessionals, and others charged with assisting in the development of Minnesota's paraprofessional workforce. It contains information and strategies to build strong, effective, and supportive teams that ensure successful educational services for all students.

This report summarizes the findings of a study that identified competencies needed by teachers or other professionals who direct the work of paraprofessionals. Overall, the results suggested that while teachers, administrators, and paraprofessionals consider the competencies important, they are not being put into practice universally. This disparity points to the importance of and need for preservice training or professional staff development for teachers and professionals regarding their role as team leaders.


This report provides the results of Minnesota's most recent (Spring 2000) Statewide Paraprofessional Needs Assessment, conducted by the Minnesota Department of Children, Families & Learning, Division of Special Education. The survey was organized around several focus areas concerning training, responsibilities, and communication. Results indicated that paraprofessionals need more training, clearly defined roles and responsibilities, instructional supervision and guidance on a daily basis, and time to meet and plan activities.


This article presents results of evaluation of an educational partnership approach, the Consultation and Paraprofessional Pull-In System (CAPPSS), for serving at-risk students and those with mild academic disabilities. The program synthesizes the resource/consulting teacher role, pull-in programming, and utilization of paraprofessionals for service delivery. Quantitative and qualitative evaluation findings are detailed. (Author/DB)


A study involving three students (ages 7-9) with severe disabilities found they were academically engaged during a significantly higher number of intervals when a paraprofessional was positioned close to the student. Students and paraprofessionals were more likely to be verbally interactive than physically when the student was actively academically engaged. (Author/CR)


Conducted in schools in South Carolina, this study examined the use of paraprofessionals in the occupational education classes and their need for training. Based upon the findings, the topics identified as most critical for training were job coaching, behavior management, and knowledge of students with disabilities.
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<tr>
<td>Examining Latino Paraeducators’ Interactions with Latino Students.</td>
<td>This digest discusses a study that examined the impact of sociocultural factors on the interactions between Latino language minority students and Latino paraeducators and the relationships that result from these interactions. The study explored whether a knowledge of students' culture and communities, primary language, and interaction styles helps paraeducators and their cooperating teachers meet the students’ academic and social needs. Topics explored included teacher beliefs, school roles, the role of culture and language in learning, and student-teacher relationships. Findings and implications are discussed.</td>
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<td>The NEA Paraeducator Handbook (2000). The National Education Association</td>
<td>Written for paraprofessionals, teachers, local education associations and unions, and administrators, this handbook provides information regarding the roles of paraprofessionals, the populations they serve, and the rationale behind the need for professional development programs. In addition, it lays out a framework for establishing, developing, and maintaining professional development programs. Its main purpose is to increase appreciation, understanding, and training for paraprofessionals.</td>
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<td>Paraeducators and IDEA: What Paraeducators Need to Know to Advocate</td>
<td>The 1997 Amendment to the Individuals with Disabilities Act required that every state must develop laws, regulations, or written policies for the appropriate training and supervision of paraeducators. It did not, however, state exactly how this should be carried out. In light of this fact, it is important that paraeducators are familiar with the laws and are able to advocate for themselves. This brochure is designed as a series of independent units to provide paraeducators with some of the skills and approaches they will need to be their own advocates.</td>
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<td>for Themselves. The National Education Association of the United States.</td>
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<td>Standards for a Profession (AFT) (1998). Paraprofessional Division of</td>
<td>Written by the American Federation of Teachers' Committee on Paraprofessional Certification, this report seeks to clarify the roles and responsibilities of instructional paraprofessionals and their connection to the role of the classroom teacher. It includes a description of roles and responsibilities, a listing of the basic and advanced skills that paraprofessionals need, and pre- and inservice training recommendations for certification.</td>
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<td>the American Federation of Teachers.</td>
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This is a curriculum designed primarily for training paraprofessionals working in educational settings, but could also prove useful for those in direct service settings. The series includes five training modules that can be used individually or in conjunction with each other. The modules are as follows:

- **The Paraprofessional: An Introduction**  
  *J. Ness and N. Krawetz*  
  An introduction to job roles, descriptions, and responsibilities of paraprofessionals and their supervisors in schools and direct care facilities.

- **Providing Cross-Cultural Support Services**  
  An introduction to diversity and direct service, institutional and individual cultural competence, and using culturally sensitive and inclusive language.

- **Positive Behavior Strategies for Paraprofessionals**  
  *A. Hewitt and K. Langenfeld*  
  An examination of how different environments and situations can influence behavior, including strategies for a positive approach to behavior change.

- **Early Childhood**  
  *K. Rush*  
  An introduction to early childhood intervention with an explanation of the connection between assessment and intervention. Practices, teaching techniques, and strategies are included.

- **Transition The Role of the Paraprofessional**  
  *J. Ness, C. Gustafson, and D. Sullivan*  
  An introduction to the skills and knowledge needed to be a member of the transition team.