

Directions for Determination of Para Support

1. Column A: Criteria for Levels of Instruction

- a. Review each student's present level: At what %ile rank are they performing in each of the areas?
- b. Check each area: Reading, Math, Writing, Content (Social Studies, Science), Specials (Art, Music, PE)

2. Column B: Levels of Instruction

Based on the "criteria", select the type of curriculum that the student would require

3. Column C: Options for Classroom Support

- a. If the student requires regular curriculum with supplemental instruction or regular curriculum with differentiated instruction, select the types of classroom support that the student would need.
- b. Go to the 2nd page for more detailed information in regard to options for support.

More teacher planned instructional opportunities

If the student needs more teacher planned instructional activities, decide **what** they need which is paired with **who** should provide it. Which do they need? Example: Preteach (Provided by professional) or Extra practice (provided by para).

Adaptations to Curriculum

Consider the adaptations/accommodations and/or supports that would address the needs of the student. Choose who would provide those accommodations.

Worksite Accommodations

Consider accommodations for the student's learning space and for work completion. What do they need to work independently?

Positive Behavior Support

Consider accommodations students need for regulating their behavior.

Personal Care Support

Consider assistance needed for activities of daily living.

Communication Support

Consider accommodations needed for environmental supports and/or facilitating interactions with adults and peers.

4. Column D: Para Support

- a. Determine the amount of time that a para would be required for each class period in order to provide the support needed.

	Criteria for Levels of Instruction	Levels of Instruction	Options for Classroom Support	Par. Support
Reading	<input type="checkbox"/> 10 th ile on at least 2 years below grade level. Rate of learning –ROL is significantly below peers. <input type="checkbox"/> Between the 10 th ile – 25 th ile. Need skill remediation, reteach or pre-teaching & more guided practice then peers. <input type="checkbox"/> Between the 25 th ile & 50 th ile. Requires modifications or accommodations to the work. <input type="checkbox"/> At grade level.	<input type="checkbox"/> Alternate Curriculum <input type="checkbox"/> Regular Curriculum with Supplemental Instruction <input type="checkbox"/> Regular Curriculum with Differentiated Instruction <input type="checkbox"/> Regular Curriculum	<input type="checkbox"/> More teacher planned instructional opportunities <input type="checkbox"/> Adaptations to Curriculum <input type="checkbox"/> Implement Positive Behavior Support Plan <input type="checkbox"/> Communication Support <input type="checkbox"/> Worksite Accommodation <input type="checkbox"/> Personal Care Support	
Math	<input type="checkbox"/> 10 th ile on at least 2 years below grade level. Rate of learning –ROL is significantly below peers. <input type="checkbox"/> Between the 10 th ile – 25 th ile. Need skill remediation, reteach or pre-teaching & more guided practice then peers. <input type="checkbox"/> Between the 25 th ile & 50 th ile. Requires modifications or accommodations to the work. <input type="checkbox"/> At grade level.	<input type="checkbox"/> Alternate Curriculum <input type="checkbox"/> Regular Curriculum with Supplemental Instruction <input type="checkbox"/> Regular Curriculum with Differentiated Instruction <input type="checkbox"/> Regular Curriculum	<input type="checkbox"/> More teacher planned instructional opportunities <input type="checkbox"/> Adaptations to Curriculum <input type="checkbox"/> Implement Positive Behavior Support Plan <input type="checkbox"/> Communication Support <input type="checkbox"/> Worksite Accommodation <input type="checkbox"/> Personal Care Support	
Writing	<input type="checkbox"/> 10 th ile on at least 2 years below grade level. Rate of learning –ROL is significantly below peers. <input type="checkbox"/> Between the 10 th ile – 25 th ile. Need skill remediation, reteach or pre-teaching & more guided practice then peers. <input type="checkbox"/> Between the 25 th ile & 50 th ile. Requires modifications or accommodations to the work. <input type="checkbox"/> At grade level.	<input type="checkbox"/> Alternate Curriculum <input type="checkbox"/> Regular Curriculum with Supplemental Instruction <input type="checkbox"/> Regular Curriculum with Differentiated Instruction <input type="checkbox"/> Regular Curriculum	<input type="checkbox"/> More teacher planned instructional opportunities <input type="checkbox"/> Adaptations to Curriculum <input type="checkbox"/> Implement Positive Behavior Support Plan <input type="checkbox"/> Communication Support <input type="checkbox"/> Worksite Accommodation <input type="checkbox"/> Personal Care Support	
Content	<input type="checkbox"/> 10 th ile on at least 2 years below grade level. Rate of learning –ROL is significantly below peers. <input type="checkbox"/> Between the 10 th ile – 25 th ile. Need skill remediation, reteach or pre-teaching & more guided practice then peers. <input type="checkbox"/> Between the 25 th ile & 50 th ile. Requires modifications or accommodations to the work. <input type="checkbox"/> At grade level.	<input type="checkbox"/> Alternate Curriculum <input type="checkbox"/> NA <input type="checkbox"/> Regular Curriculum with Differentiated Instruction <input type="checkbox"/> Regular Curriculum	<input type="checkbox"/> More teacher planned instructional opportunities <input type="checkbox"/> Adaptations to Curriculum <input type="checkbox"/> Implement Positive Behavior Support Plan <input type="checkbox"/> Communication Support <input type="checkbox"/> Worksite Accommodation <input type="checkbox"/> Personal Care Support	
Specials	<input type="checkbox"/> 10 th ile on at least 2 years below grade level. Rate of learning –ROL is significantly below peers. <input type="checkbox"/> Between the 10 th ile – 25 th ile. Need skill remediation, reteach or pre-teaching & more guided practice then peers. <input type="checkbox"/> Between the 25 th ile & 50 th ile. Requires modifications or accommodations to the work. <input type="checkbox"/> At grade level.	<input type="checkbox"/> Alternate Curriculum <input type="checkbox"/> NA <input type="checkbox"/> Regular Curriculum with Differentiated Instruction <input type="checkbox"/> Regular Curriculum	<input type="checkbox"/> More teacher planned instructional opportunities <input type="checkbox"/> Adaptations to Curriculum <input type="checkbox"/> Implement Positive Behavior Support Plan <input type="checkbox"/> Communication Support <input type="checkbox"/> Worksite Accommodation <input type="checkbox"/> Personal Care Support	

<u>More teacher planned instructional opportunities</u>		<u>Worksite Accommodation</u>	
<u>Professional:</u>	<u>Paraprofessional:</u>		
<ul style="list-style-type: none"> • Pre-teach • Reteach • remediation • guided practice • modeling 	<ul style="list-style-type: none"> • Extra practice • Review for tests • Repeated Practice • Tutoring • Modeling 	<ul style="list-style-type: none"> • Workspace/office/study carrel • Preferential seating • Amplification system • Teacch Drawers/Folder tasks • Organization system • Checklists • Timer 	
<u>Adaptations to Curriculum</u>	<u>Reg Ed</u>	<u>Spec Ed</u>	<u>Positive Behavior Support</u>
Shorten assignment	☐	☐	<ul style="list-style-type: none"> • Assistance with transitions (in classroom) • Assistance with transitions (outside of classroom) • Safety supervision during unstructured activities • Documenting specific behaviors for IEP • Daily check in/check out • Sensory breaks • Read social stories • Escorting student
Scaffolded assignment	☐	☐	
Chunk assignment	☐	☐	
Word bank	☐	☐	
Visual cues/support	☐	☐	
Assistive tech	☐	☐	
Fill in notes/copy of notes	☐	☐	
Modified tests	☐	☐	
Lessen content	☐	☐	
Highlight/color-code	☐	☐	
Chunk long-term assignments	☐	☐	<u>Personal Care Support</u> <ul style="list-style-type: none"> • Feeding • Dressing • Toileting • Mobility
Assignment Book	☐	☐	
Preferential seating	☐	☐	
Audio text	☐	☐	
Sensory tools	☐	☐	
Timer	☐	☐	
Task boxes/drawers	☐	☐	
Response card	☐	☐	
Partner/buddy	☐	☐	
Alternative assignment/test	☐	☐	
Study guides	☐	☐	<u>Communication Support</u> <ul style="list-style-type: none"> • Visual schedule • Augmentative Communication • Response cards • Sign language • Modeling