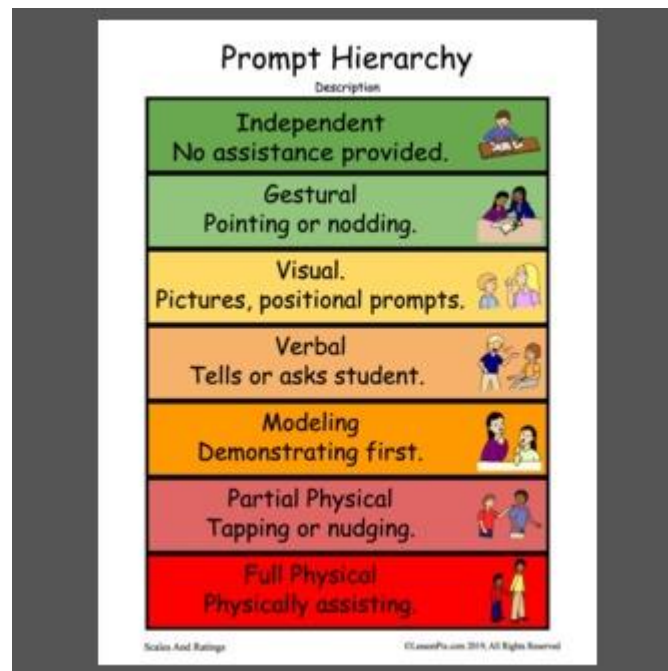


Documenting the Need for Paraprofessional Support in the IEP

Public schools are required to educate students in their Least Restrictive Environment and contrary to belief, paraprofessional support is a highly **restrictive** service.

"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

Thinking about fostering student independence: Is the student helped too much?



Before determining a student needs paraprofessional services, the team should ask these questions:

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. Does the student need exceed the capability of the existing staff?
5. What will the plan in the IEP to reduce or eliminate the student's need for para support?
6. Is the specialized instruction from teachers formulated in a way that's building independence for the student?

Definitions of Paraprofessional Types and How to Document the Need on the IEP Service Page:

Paraprofessional (i.e. non-child specific, program, shared):

These people may support a variety of students across settings in a building throughout the day in general or special education classrooms/spaces **OR** as part of Setting 3 or 4 intense services or programming.

Documentation:

- On the service page, check the 'no' box as shown below and continue on to complete the grid with Service, Location, Frequency, Minutes, Duration, Start/End dates, provider numbers.
- Also complete the description box including the student's specific needs and the responsibility of the paraprofessional. Remember, if the student is getting PCA services (para services that are MA billable), to include the term of personal care assistance in the description as shown.
- Even though SpEd forms still indicates in red to describe non-child specific accommodations, don't do that. Use the para box on the service page to document all para needs.

Child Specific Paraprofessional Support <input checked="" type="radio"/> No <input type="radio"/> Yes <input type="checkbox"/> Non-child specific adult support is described in accommodations.							
ESY only: <input type="checkbox"/>							
Order #	Type of Paraprofessional Support		Location				
# 1	Service: ---Select Option--- Activities of daily living Academic support Behavioral support		Special Education Class		Remove		
Frequency		Minutes per session		Anticipated duration		Start date	
5 x week		Direct Min 390		1 year		11/12/2019	
						End date 11/12/2020	
Statement of student's need for and the specific responsibilities of the paraprofessional(s):							
---Select Option--- Phil is educated in a Setting 3 program classroom where it's a small group of students with a teacher and paraprofessionals to support a variety of needs across the program. Phil needs daily paraprofessional support in the way of personal care assistance with dressing during arrival, recess, and departure. He needs throughout the day cueing and constant supervision personal care assistance with eating during snack and meals, and when toileting. Phil also needs para support throughout his day for observation and redirection of behavior, as he is very impulsive. He needs para cueing and redirection during academic tasks to help him stay on task and complete the tasks.							
Provider		Supervisor		Direct minutes		Service hours	
1587				64350		1073	
Provider: Hagen, Dena							
Add Paraprofessional Support							

Child Specific Paraprofessional:

These are paras that are assigned to **work with a specific student for specific tasks or during specific times**. In this case, the IEP team has decided that the student needs the support of an individual para only for their needs. During these identified times, the para is ***not*** available to help with other students.

If a student is a non-resident student receiving paraprofessional support, this is also important to be documented for tuition billing reasons.

Documentation:

- In the services box, click 'Yes'
- Complete the service boxes-Service, Location, Frequency, Minutes, Duration, Start/End dates, provider numbers.
- Describe completely the student need and responsibilities of the 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	Playground		<div>Remove</div>			
Minutes per session							
Frequency	Direct Min	Anticipated duration	Start Date	End Date			
5 x week	40	1 year	11/12/2019	11/12/2020			
Statement of student's need for and the specific responsibilities of the paraprofessional(s):							
Type below or select from this list--							
Behavior: Phil needs paraprofessional support during recess on the playground to ensure that he is safe during this time. Due to his TBI, Phil has difficulty understanding boundaries and safety and needs an adult to watch him closely to ensure he stays in the playground area and doesn't play unsafely (climb too high, jump from too high, etc.)							

Paraprofessional Need: Some Child-Specific, Some Shared

Sometimes a student has a schedule that requires shared AND child specific support during the day. For example, a student could be receiving services in a special education classroom for the majority of the school day but then goes to a general education class or two and has child-specific support during that time. Or, a student has a child-specific para work as a job coach for their work portion of their day.

Documentation:

- In the services box, click 'Yes'
- Complete the service boxes with the "Child Specific" data for the day-Service, Location, Frequency, Minutes, Duration, Start/End dates, provider numbers
- Describe in the description, the specific responsibilities of the child specific para
- **Add another service line** for the non Child Specific portion of the support.
- Type in "Non Child Specific Para Support" in the service
- Complete the service boxes with the Non Child Specific data for the day-Service, Location, Frequency, Minutes, Duration, Start/End dates, provider numbers
- Describe in the description of the specific responsibilities of the Non Child Specific para support for the day.

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.					
ESY only: <input type="checkbox"/>					
Order #	Type of Paraprofessional Support	Service	Location	Remove	
1	---Select Option---	Behavioral support	General Education Setti		
Frequency		Minutes per session	Anticipated duration	Start date	End date
5 x week		45 Direct Min	1 year	09/15/2022	09/15/2023
Statement of student's need for and the specific responsibilities of the paraprofessional(s):					
---Select Option---					
Polly needs observation and redirection of behavior in her science class each day. She needs reminder of behavior strategies and cueing to stay on task. This is child specific support to ensure that Polly is safe and can learn with her general education peers in Science.					
Provider	Supervisor	Direct minutes	Service hours		
		Either service does not fall on any instructional days or instructional days are not entered.			
Provider:					
ESY only: <input type="checkbox"/>					
Order #	Type of Paraprofessional Support	Service	Location	Remove	
2	---Select Option---	Non Child-Specific Para Support for Behavior and Academic Support	Special Education Class		
Frequency		Minutes per session	Anticipated duration	Start date	End date
5 x week		345 Direct Min	1 year	09/15/2022	09/15/2023
Statement of student's need for and the specific responsibilities of the paraprofessional(s):					
---Select Option---					
Polly needs observation and redirection of behavior in the special education classroom for safety and to help her stay on task to learn. Paraprofessionals are shared among students in the small group special education environment.					
Provider	Supervisor	Direct minutes	Service hours		
		Either service does not fall on any instructional days or instructional days are not entered.			
Provider:					

LPN (or other nurse) Paraprofessional/PCA:

Nursing licensed and trained professionals that work as professionals to support students in classrooms. They are hired to carry out specific high level medical tasks for students directed and supervised by a Registered (RN) or Licensed School Nurse (LSN).

Documentation:

- Same steps as Child Specific, but it's important to describe the unique medical need in the IEP and why a student needs a nurse to support them in the classroom. Completely describe the responsibilities of the nurse working with the student. If the student is a non-resident student, it's important that your district business manager knows for tuition billing reasons.
- If the staff member is supporting the student with nurse duties part of day and PCA duties for the remainder, describe that in the specific responsibilities box.

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.					
Order #	Type of Paraprofessional Support	Service	Location		
1	Type below or select from this list--	LPN/Paraprofessional	Special Education Classroom	<input type="button" value="Remove"/>	
Minutes per session					
Frequency	Direct Min	Anticipated duration	Start Date	End Date	
5 x week	400	1 year	11/12/2019	11/12/2020	
Statement of student's need for and the specific responsibilities of the paraprofessional(s):					
Type below or select from this list--					
Phil needs an LPN/Para to assist him in the special education classroom during his entire school day to monitor him for and respond to his seizures, as well as provide personal care assistance with his activities of daily living.					
LPN duties: Phil has several seizures a day and a LPN needs to monitor their length, his symptoms, and administer emergency medication when necessary, as well as keep medical documentation or provide for any follow up needed per his attached Individual Health Plan.					
Paraprofessional: Phil needs continuous personal care support for ADLs in the form of prompting and cueing for toileting, eating, and grooming, in order to support his participation in the classroom routines.					

PCA/Paras:

Paraprofessionals that are certified by the MN Dept. of Human Services to support health related services for a student that meets the eligibility requirements for Third-Party Billing (MA Billing). These people could be providing PCA services for a full or part of a day.

Documentation:

- Whether it's shared or child-specific, the student's IEP must describe the need for a para to meet their personal care needs (include this term) due to a medical diagnosis or condition to support activities of daily living, level 1 behaviors or health-related tasks.
- In the service box, include "Personal Care Needs" and then describe in the specific responsibilities of the PCA/Para in the larger box.
- The minutes of support in the student's PCA time study is what's used as back-up documentation for billing, not the IEP minutes. However, they should be similar.

Child Specific Paraprofessional Support <input checked="" type="radio"/> No <input type="radio"/> Yes							
<input type="checkbox"/> Non-child specific adult support is described in accommodations.							
Order #	Type of Paraprofessional Support		Location		ESY only: <input type="checkbox"/>		
1	Service ---Select Option--- Personal Care Needs Academic support Behavioral support		Special Education Class		Remove		
Frequency		Minutes per session		Anticipated duration		Start date	
5 x week		Direct Min 390		1 year		11/12/2019	
						End date 11/12/2020	
Statement of student's need for and the specific responsibilities of the paraprofessional(s):							
---Select Option---							
Phil is educated in a Setting 3 program classroom where it's a small group of students with a teacher and paraprofessionals to support a variety of needs across the program.							
Phil needs daily paraprofessional support in the way of personal care assistance with dressing during arrival, recess, and departure. He needs throughout the day cueing and constant supervision personal care assistance with eating during snack and meals, and when toileting.							
Provider		Supervisor		Direct minutes		Service hours	
1587				64350		1073	
Provider: Hagen, Dena							

Paraprofessional Support on Transportation:

When students need this related service, it should be described in the special transportation portion of the IEP.

Documentation:

- Check the “Yes, explain” button
- You can use a drop down as a starter but the description should include not only why they need the related service of special transportation but also the related service of a para on the transport as well.
- Ensure that the MARSS transportation code is correct.
 - 03: Disabled should be used when the student needs the service due solely to their disability OR ECSE students need the transportation as a related service to access their services.
 - 06: Special Transportation should be used for students transported to Care and Treatment, 504 students, or homeless students.

Special Transportation ☐ No ☒ Yes, explain:

---Select Option---

Phil needs curb to curb special transportation to and from school due to his sensory needs with loud noises. Phil isn't able to ride a regular bus with a lot of students as he becomes dysregulated and has trouble starting his school day in a positive way. Even the special transportation has shown to be difficult for Phil and so a para needs to ride with him on the bus to sit with him and keep him focused on reading a book which keeps him calm.

MARSS transportation code: 03: Disabled

Cueing Hierarchy – Working toward Independence

Since the goal with all students is for them to become as independent as possible, think about the following sequence of providing cues to a student.

1. Can the child follow the general cue given by the teacher or by watching the other children?

If not then...

2. Can the child follow the direction if the classroom teacher gives the general cue again to the child?

If not then...

3. Can the child follow the direction if a staff person by the child makes sure the child is paying attention and gives the general cue again?

If not then...

4. Can the child follow the direction if a staff person pairs a gesture such as pointing with the verbal cue?

If not then...

5. Can the child follow the direction with partial manual guidance such as a slight pressure on the shoulder paired with the verbal cue to stand up?

If not then...

6. Does the child need full manual guidance paired with the verbal cue such as hand over hand for using a spoon?

August 2022