FAR FROM THE SHALLOW NOW: TAKING THE
FULL DIVE INTO PROMOTING INDEPENDENCE
FOR STUDENTS WITH DISABILITIES

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WHEN WE END UP SERVING
OUR STUDENTS A LITTLE TOO
WELL, WE END UP NOT
SERVING THEM AT ALL.

Person Position

PERSON
- Has a name
- Has a family
- Has a livelihood outside of school
- Is hard working
- Loves working with kids
- Undervalued, underappreciated

POSITION
- When improperly utilized and supported can lead to harmful effects on the student's learning
- When properly utilized and supported can lead to students being successful on their own as assistance is reduced.

Families who just want what is best for their kids
....AND THEN THERE IS US

TARGETED STAFFING THROUGH THE YEARS

THE FULL DIVE

- TARGETED USE OF FLOATER PARAEDUCATORS
- MAKING WAVES WITH DISTRICT LEADERSHIP
- TRAINING FOR ALL CASE MANAGERS WHO HAVE 1:1 PARAEDUCATORS IN IEPs
- INDEPENDENCE PLANS

“IF THE ONLY TOOL YOU HAVE IS A HAMMER, YOU TEND TO SEE EVERY PROBLEM AS A NAIL.”

- Abraham Maslow

FLOATER PARAEDUCATORS

- HIGH PERFORMING SPECIAL EDUCATION PARAEDUCATORS WHOSE JOB IT IS TO SUPPORT A STUDENT’S PROGRAM GETTING BACK ON TRACK
- NEVER ASSIGNED TO ONE ASSIGNMENT FOR MORE THAN A COUPLE OF MONTHS
- HAS A STRONG FOCUS AND GOAL OF PROMOTING STUDENT INDEPENDENCE
- THROUGH THE GUIDANCE FROM STUDENT SPECIAL SERVICES, THEY STRATEGICALLY NAVIGATE BOTH STUDENT AND STAFF CHALLENGES

OUR DATA AFTER 4 YEARS AND 62 CASES

<table>
<thead>
<tr>
<th>Change of Placement</th>
<th>Staff were better supported in the process.</th>
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FLOATER UPDATES

- Created an intake and exit process
- Changed the name to Inclusive Support Professional
- Changed the actual category of the position due to the type of work involved
  - Supporting staff who are struggling to support a student
  - Collaborating with many adults and co-creating student systems
  - Coaching Gen Ed teachers on interventions
  - Being flexible with start and end times

MAKING WAVES WITH DISTRICT LEADERSHIP

TO ALL PRINCIPALS

- Messaging from Chris Reykdal
- Outcomes for students with disabilities in ASD
- Literature on over-reliance on paraeducators
- 1:1 Paraeducator FAQ
- Guidance on how to respond to paraeducator requests
- Plans to reduce over-reliance on paraeducators

1:1 Paraeducator FAQ

- Why should I be concerned about a student having an assigned 1:1 paraeducator?
- Some students do end up with a 1:1 paraeducator. What makes one student less deserving of this support than others?
- Are paraeducators not valuable resources in schools?
- The student I am concerned about is really struggling. Isn’t that good enough reason to get a paraeducator?
Less Adult Reliance = More Opportunities

More Adult Reliance = Less Opportunities

INTELLIGENT LIVES

- PROVIDED VIEWINGS FOR:
  - CENTRAL OFFICE ADMIN (INCLUDING SUPERINTENDENT)
  - ESA STAFF
  - CLASSIFIED STAFF
  - 2 WHOLE BUILDINGS
  - 2 WHOLE DISTRICT OFFERINGS

CO-TEACHING WORKSHOP BY PAULA KLUTH!!!!

PROMOTING INDEPENDENCE
PROFESSIONAL DEVELOPMENT

FOR CASE MANAGERS WHO HAD A STUDENT WITH A 1:1 PARAEDUCATOR ASSIGNED. MULTIPLE OPPORTUNITIES FOR PD ON PI WAS PROVIDED. DURING THIS TIME WE ROLLED OUT OUR INDEPENDENCE PLANS.
INDEPENDENCE PLAN FAQ

• WHAT IS AN INDEPENDENCE PLAN?
• WHY IS PROMOTING MY STUDENT’S INDEPENDENCE IMPORTANT?
• DOES THIS MEAN MY STUDENT WILL NO LONGER HAVE A 1:1 PARAEDUCATOR?
• HOW WILL PROGRESS BE TRACKED ON MY STUDENT’S LEVEL OF INDEPENDENCE?
• WHO DECIDES IF REDUCING OR DISCONTINUING THE 1:1 PARAEDUCATOR TIME IS APPROPRIATE?

TARGETED STAFFING THROUGH THE YEARS

A CLOSER LOOK AT 2018/2019

• 10 STUDENTS MOVED IN TO THE DISTRICT WITH THE NEED FOR 1:1 SUPPORT FOR MEDICAL NEEDS
• 6 STUDENTS WERE ASSIGNED AN LPN OR PARA FOR MEDICAL NEEDS
• 1 STUDENT MOVED IN WITH A PARA IN THEIR IEP
• 7 PARAS WERE ADDED THROUGH THE BUILDING SUPPORT PROCESS
• 6 STUDENTS WITH 1:1 SUPPORT MOVED AWAY
• 2 STUDENTS WITH 1:1 SUPPORT PASSED AWAY

STUDENTS IN SPECIAL EDUCATION

NUMBER OF STUDENTS WHO HAD 1:1 SUPPORT COMPLETELY REMOVED (UNRELATED TO CHANGE OF PLACEMENT)
REDUCTION OF 1:1 PARAEDUCATOR TIME

MISLEADING LANGUAGE

- REMOVE THE PARA
- TAKE THE PARA
- DROPPING SUPPORT
- GETTING LESS HELP
- DECREASING STUDENT SUPPORT

STUDENT CENTERED LANGUAGE

- INCREASING OPPORTUNITIES FOR INDEPENDENCE
- PROGRESSING THE STUDENT'S LEARNING THROUGH THE USE OF NATURALLY OCCURRING ACADEMIC, SOCIAL, AND BEHAVIORAL CUES
- TRANSFERING INSTRUCTIONAL CONTROL FROM THE PARA TO THEIR TEACHER
- INCREASING STUDENT'S ABILITY TO DO IT ALL ON THEIR OWN
- GROWING THE STUDENT'S ABILITY TO BE A DO IT YOURSELFER
- MAXIMIZING DIRECT LEARNING FROM PEERS AND THE HIGHLY TRAINED TEACHER
- ADVANCING THE STUDENT FROM BEING DEPENDENT ON THEIR OWN ADULT TO BE SUCCESSFUL

PROMOTING STUDENT INDEPENDENCE IS NOT SO MUCH A UNIQUE SKILL AS IT IS A UNIQUE MINDSET.

Student success is not defined by what they accomplish in our presence, but rather how they perform in our absence.

We are trying to do what is best for kids. Promoting independence is complex and difficult, but it is the right thing to do.

WHERE TO NEXT?

- CONTINUE TO PROVIDE ONGOING PD
- CONTINUE TO GET IN FRONT OF ADMINISTRATORS
- CONTINUE WORK WITH INCLUSIVE SUPPORT PROFESSIONALS
- GROWING MORE INCLUSIVE CLASSROOMS
- ROLLING OUT NEW INDEPENDENCE PLANS

MOVE AWAY FROM THIS!

They are just being lazy.
They have no idea about the long term impact this will have.
They are just being cheap.
They have no idea how tough it is now.

MOVE TOWARD THIS!

They are just being lazy.
They have no idea about the long term impact this will have.
They are just being cheap.
They have no idea how tough it is now.
IN CONCLUSION

YOU CAN'T TRICK PEOPLE INTO THINKING, BUT YOU CAN INFLUENCE HOW THEY FEEL. IF YOU CAN INFLUENCE HOW THEY FEEL, THEN YOU MAY BE ABLE TO SHIFT HOW THEY THINK AND ACT. WHEN IT COMES TO PROMOTING INDEPENDENCE YOU HAVE TO START WITH THE "WHY", YOU HAVE TO END WITH THE "WHY", AND A THOUSAND TIMES IN BETWEEN YOU HAVE TO CIRCLE BACK TO THE "WHY."

THANK YOU!

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