Does My Student Need a Paraeducator?

Is there a plan in place by which the student’s academic, social, and behavioral learning is appropriately being supported?

YES

A paraeducator with a targeted plan of support often leads to student overreliance on an adult and lack of progress. A paraeducator is not appropriate without a plan.

NO

Have staff had the necessary training to carry out this plan and to work with a student with this specific disability?

YES

Seek out appropriate training for staff.

NO

Does the plan involve supports that the student can see and that staff can frequently reference for behavioral expectations, systems of reinforcement, schedules, and other learning cues?

YES

A plan that heavily relies on the student taking direction from adults often times leads to student overdependence on adults. Having visuals that will teach the student to respond based on what they see can lead to greater success. Revise the student’s plan to incorporate the use of such visuals or trackers.

NO

Is the plan consistently being followed by all staff who support the student and does the building team periodically meet to discuss student progress and necessary changes?

YES

Work with your building and administrator to ensure everyone is following the designed plan consistently and that results are being discussed regularly.

NO

Have available building resources been utilized to help? Peer supports? School counselor? Other in-building special education paraeducators?

YES

Use building resources first. Sometimes more can end up being less in the long run for a student.

NO

Is the team aware of the detrimental effects of excessive paraeducator proximity? In this case, are they worth risking?

YES

Reconsider the use of a paraeducator at this time.

NO

Supports to Consider Seeking (Fade Out Plan Required for Each)

1. Floater Paraeducator- An already hired district paraeducator that supports targeted students get their programs up and running is utilized.

2. Temporary Paraeducator- This person would be used to tag out the teacher or other classroom staff so they can work directly with the student on implementing the plan.

3. Temporary Classroom Paraeducator- The classroom is more strongly supported, allowing for the temporary paraeducator and other classroom staff to collaboratively support the student’s plan.