

# Promoting Independence and Reducing the Reliance on 1:1 Paraprofessionals

Patrick Mulick BCBA



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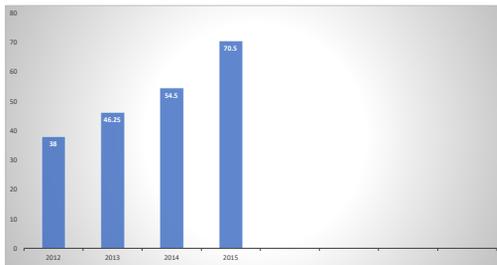
# The Auburn School District

- Home to over 17,000 students
- 11.9% access special education services
- 16 elementary schools, 4 middle schools, 3 high schools, 1 alternative high school
- Fastest growing district in King County
- Very diverse community
  - 44% of students live in multilingual households
  - 11% of students are new to the country within the past two years
  - 111 languages spoken



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# Targeted Staffing Through the Years



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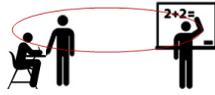


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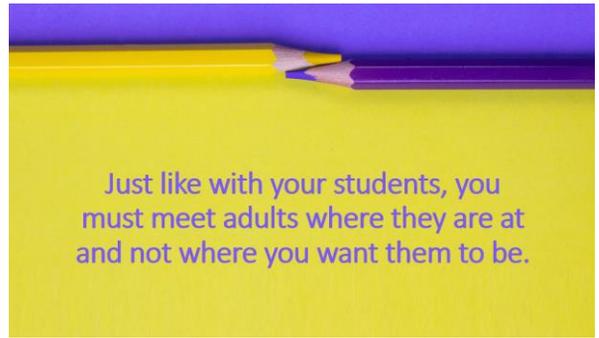
### Detrimental Effects of Excessive Para Proximity

Giangreco et al, 2005

- -Separation from classmates
- -Unnecessary dependence-
- -Interference with peer interactions-
- -Insular relationships-
- -Feelings of Stigmatization-
- -Limited Access to Teacher instruction-
- -Loss of personal control-
- -Loss of gender identity-
- -Provocation of problem behaviors
- -Risk of being bullied-



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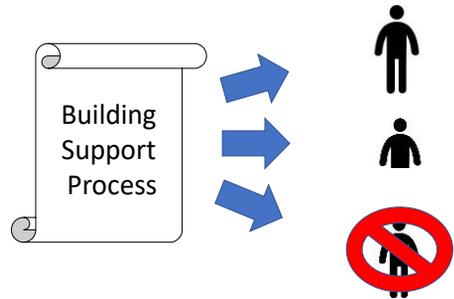
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### The Beginning

- Assembled a critical mass of special education staff
- Reviewed district data and practices related to 1:1s
- Had authentic discussion around barriers that exist in the district
- Made recommendations for next steps



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### Floater Paraprofessionals

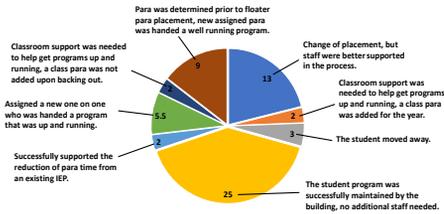
- High performing special education paraprofessionals whose job it is to support a student's program getting back on track
- Never assigned to one assignment for more than a couple of months
- Has a strong focus and goal of promoting student independence
- Through the guidance from Student Special Services, they strategically navigate both student and staff challenges

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CATEGORY OF ALTERNATIVES	BRIEF DESCRIPTION OF ALTERNATIVES
Resource Reallocation	Trading in paraprofessional positions to hire additional special education teachers provides increased access to more highly qualified personnel.
Co-teaching	Teachers and special educators work together in the same classroom. To maintain a naturally occurring number of students special needs, it may be necessary to share a special educator across three or four classes.
Building Capacity of Teachers	Teacher capacity can be built in a variety of areas (e.g., expectations of teacher engagement with students with disabilities, differentiated instruction, universal design, response to instruction, positive behavior supports, assistive technology, information about current evidence-based practices).
Paraprofessional Paraprofessionals	Paraprofessionals may be assigned clerical/paperwork duties that free time for special educators to collaborate with teachers and work directly with students.
Improving Working Conditions for Special Educators and Classroom Teachers	Special educator conditions can be improved by reducing caseload size, the grade range covered, and the number of teachers with whom special educators interact. Explore changes in class size, increase availability of special educator and related supports, schedule coordinated meeting times, and provide access to adapted materials, to improve conditions for teachers.
Peer Supports	Encourage peer support strategies that provide natural ways to support students with disabilities and may also benefit students without disabilities.
Self-Determination	Teach self-determination skills and provide opportunities for students with disabilities to have a voice in determining their own supports.
Paraprofessional Pools	Establishing a small pool of skilled paraprofessionals (or one floating position for a small school) allows for their temporary assignments to address specific, short-term needs.
Fading Plans	Developing a plan to fade paraprofessional support as much as possible can lead to greater student independence and more natural supports.
Dually Certified Teachers	Have teachers who are certified in both general and special education to provide enhanced personnel capacity for all students.

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### Our Data after 4 years and 62 cases



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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/end times

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### High Quality PD on Promoting Independence

For case managers who had a student with a 1:1 paraeducator assigned, multiple opportunities for PD on PI were provided. The course highlighted:

- Strategies to promote student independence
- How to lead this work with families and school teams
- Tools and resources
- Shifting mindsets

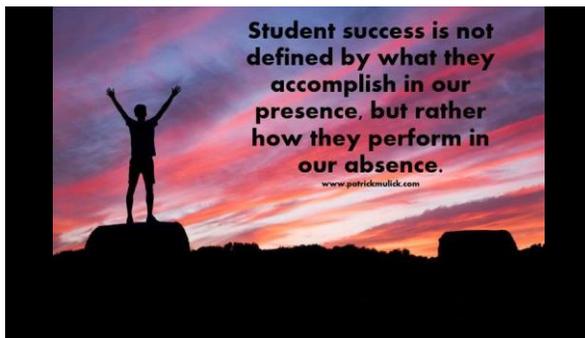


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Sometimes the best way to forge a new path is through gentle pressure, relentlessly applied.

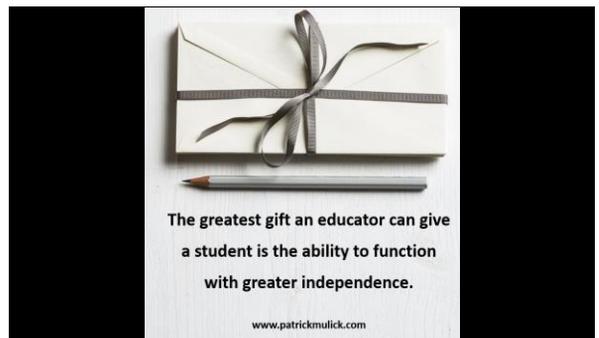
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Student success is not defined by what they accomplish in our presence, but rather how they perform in our absence.

[www.patrickmulick.com](http://www.patrickmulick.com)

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The greatest gift an educator can give a student is the ability to function with greater independence.

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Less Adult Reliance = More Opportunities

More Adult Reliance = Less Opportunities

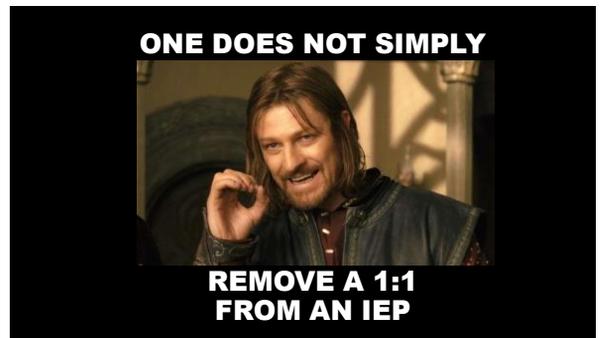
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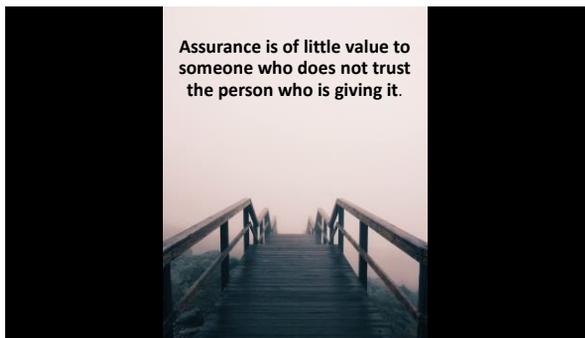
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*Paraeducator Role Rubric*

Time of Day, Activity, or Class Period	What can the student do independently with the provided classroom supports and should not be given extra help with by the 1:1 paraeducator?	What does the student need 1:1 assistance with that cannot be provided by the existing classroom staff?	What accommodations and strategies can be utilized that would permit the student to complete the activity independently?	What work can the paraeducator do when their targeted student is not in need of support?

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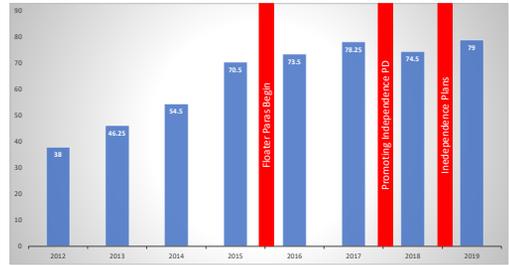
**Student Skill Analysis**

What missing skills are interfering with the student's ability to function more independently at school that cannot be supported by the existing classroom staff? Please list each skill with a corresponding goal from the IEP that is addressing it and how data is being collected. Finally, list out the next steps or future goals that will need to be reached before the support of the 1:1 paraprofessional can be fully transferred over to the existing classroom staff. If the next step is to transfer the support back over to the existing classroom staff and reduce the 1:1 paraprofessional time, please write "reduce paraprofessional time."

Missing Skill	Description of the IEP goal that is addressing the missing skill	Method of data collection	Next steps or future goals that need to be reached before the student can become independent of the 1:1 paraprofessional

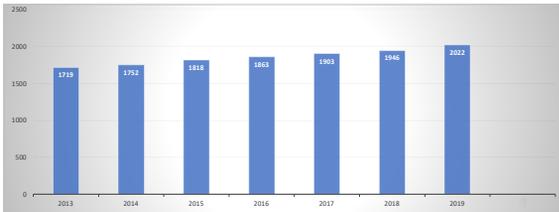
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**Targeted Staffing Through the Years**



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**Students in Special Education**



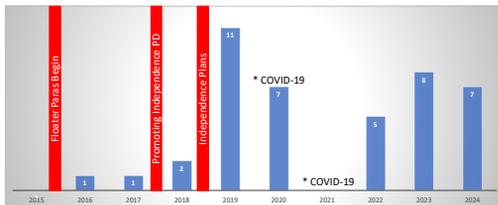
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**A closer Look at 2018/2019**

- 10 students moved into 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

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**Removal of Targeted Staffing from IEPs**



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**Adult Support Role Rubric**

Fill out the table below that specifies the role of the adult support. Indicate "N/A" for times that do not apply.

Time of Day, Activity, or Class Period	What can the student do independently and does not need additional help with?	In what ways will the classroom teacher assist the student and in what ways will the adult support assist the student?	Beyond the direct assistance of an adult, what supports can be used to help advance the skills of the student and build their independence? (for example, a visual schedule, voice scale, break card, timer, eye gaze device, switch, etc.)	What work can the adult support do when their targeted student is not in need of support?
General Education Setting:		Teacher assists by:  Adult support assists by:		
Special Education Setting:		Teacher assists by:  Adult support assists by:		

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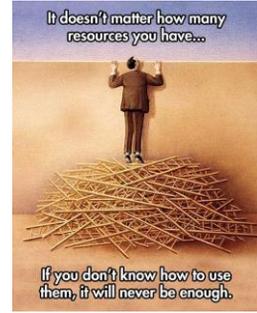
1. What is the intent of the assigned 1:1 paraeducator as described in the adverse impact statement of the IEP?
2. In what ways has the student demonstrated greater independence in the past year?
3. What skills, when developed, will indicate that the student is performing at their highest level of independence?
4. What specially designed instruction is the student currently receiving to help advance those skills and how is it being delivered?
5. What next steps can the staff take to support the student in becoming more independent?

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### Where Things Sit Today

- 65.5 1:1 Paras
- 19 Behavior Specialists
- 2 LPNs

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### Updates

- Meeting with building principals and principal leadership about promoting independence in buildings
- Moved promoting independence professional development to an asynchronous option
- Periodically having school teams return to Student Special Services to provide updates on students
- This work is still hard!!!!

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### Patrick's Tips

- Identify your messaging and mantra
- Engage in the conversation about the practice of 1:1 adult support and be prepared to listen
- Targeted PD on Promoting Independence that pairs with your inclusive practices
- Create the needed structures and supports
- Identify a system of accountability at the leadership level
- Start with, end with, and everywhere in-between discuss the why of the work

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### Here's an IDEA!

The purposes of IDEA include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment and independent living.**



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