


Promoting Independence and Reducing the Reliance on 1:1 Paraprofessionals

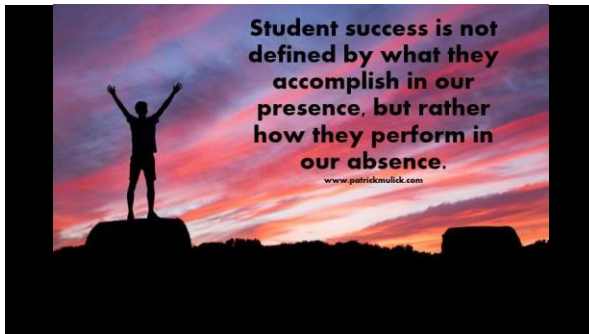
Patrick Mulick BCBA



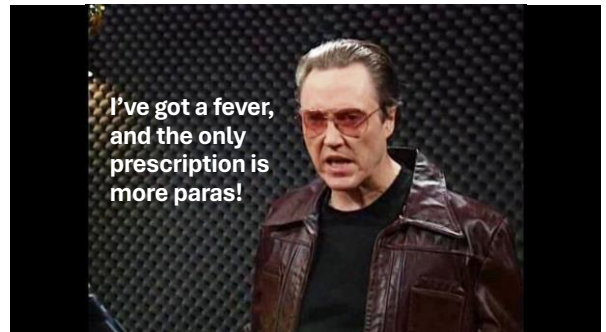
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The Auburn School District

- 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
 - 113 languages spoken



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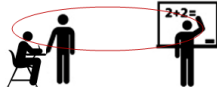
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Detrimental Effects of Excessive Para Proximity

Giangreco et al., 2005

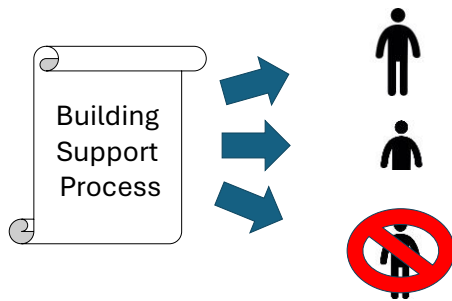
- Separation from classmates
- Unnecessary dependence-
- Interference with peer interactions-
- Insular relationships-
- Feelings of Stigmatization-
- Limited Access to Teacher instruction-
- Loss of personal control-
- Loss of gender identity-
- Provocation of problem behaviors
- Risk of being bullied-



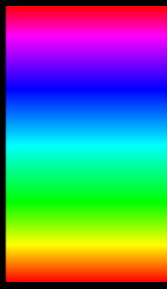
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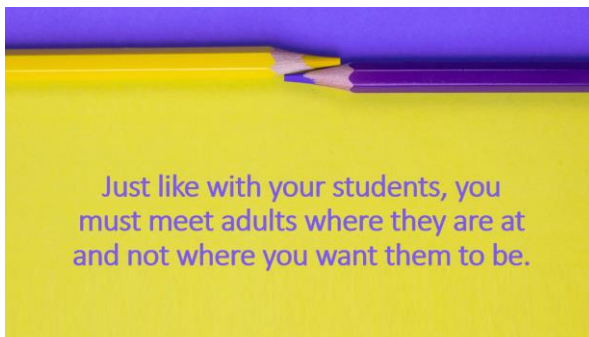
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"Categories lead us toward certainty but away from clarity, and categorical thinking moves us away from understanding the bigger picture."

-Bob Johansen

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Just like with your students, you must meet adults where they are at and not where you want them to be.

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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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Tier 1

- Classroom expectations that align with school-wide expectations
- Positive greetings at the door
- Differentiated instruction
- Posted schedule of activities




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Tier 2

- Structured breaks
- Counselor referral
- Check in/check out
- Peer tutoring




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Tier 3

- Behavior plan
- Individualized social skills development
- Behavior contract
- Wrap around services



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Keep kids engaged in their learning. The busy mind forgets to misbehave.

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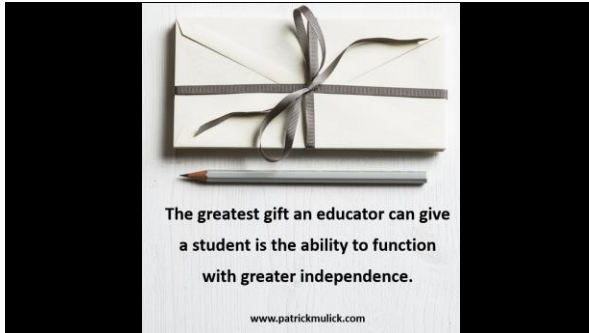
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Providing a student their needed supports does not guarantee that they will succeed, but neglecting to provide them their needed supports does guarantee that they will fail.



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Less Adult Reliance = More Opportunities

More Adult Reliance = Less Opportunities

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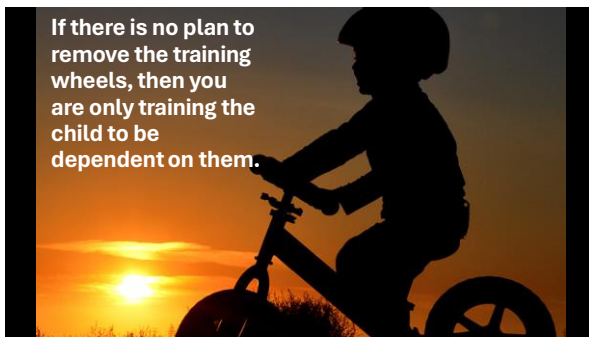
Bad Reason's to Continue the Use of a 1:1 Paraeducator

- Everybody in the building loves the para, they are a part of the school, people would hate to see them go
- Makes it easier to find the student in a crowd, just look for the para
- The para and the student are a good match, the student enjoys the para and responds well to them
- The student feels safer when their para is around
- It helps to have someone following the student around all day just in case they escalate
- The student needs to be nudged when they stop working and the para is great at doing that

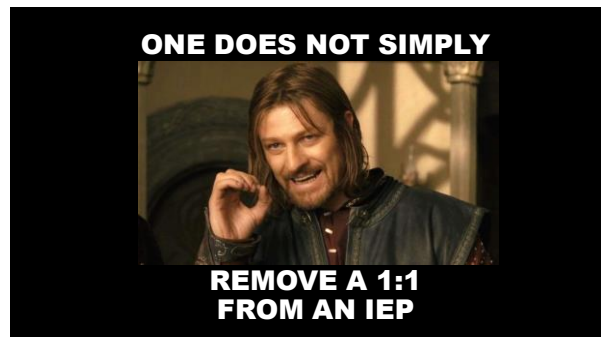
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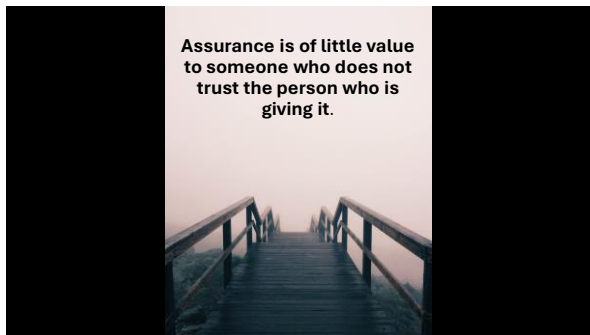
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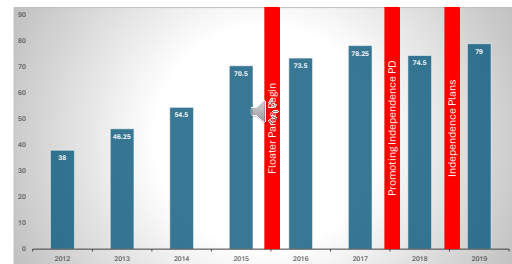


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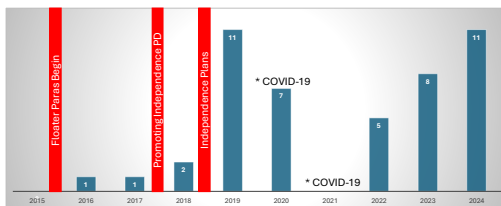
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Targeted Staffing Through the Years



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Removal of Targeted Staffing from IEPs



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Reduction of 1:1 Paraeducator Time

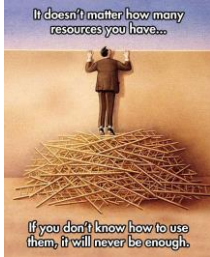
Misleading Language	Student Centered Language
<ul style="list-style-type: none"> Remove the para Yank the para Dropping support Getting less help Decreasing student support 	<ul style="list-style-type: none"> Increasing opportunities for independence Progressing the student's learning through the use of naturally occurring academic, social, and behavioral cues Transfer 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

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Where Things Sit Today

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




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Everything rises and
falls on leadership.

John C. Maxwell

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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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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.**

What are we
preparing
them for?


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"I cannot do all the good that the world needs. But the world needs all the good that I can do."
-Jana Stanfield

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Thank You!

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