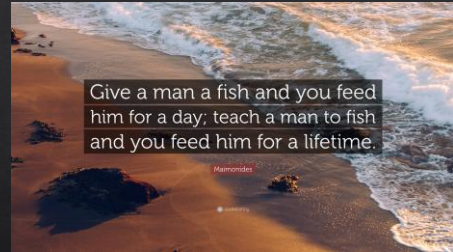


Promoting Independence: Aiming Higher Than 1:1 Paraprofessional Support

Patrick Mulick BCBA

1



2



3



What problems do we run into when a 1:1 adult is assigned to a student?

4

Careful What You Wish For

5 Reasons to Be Concerned about the Assignment of Individual Paraprofessionals -Giangreco 2005

1. The least qualified staff members are teaching students with the most complex learning characteristics
2. Paraprofessional supports are linked with inadvertent detrimental effects
3. Individual paraprofessional supports are linked with lower levels of teacher involvement
4. Teachers, parents, and students may not be getting what they deserve or expect
5. Providing paraprofessional supports may delay attention to needed changes in schools

5

Other Issues

Having 1:1 can be perceived as the gold standard in special education

A 1:1 may become the bridge between home and school

1:1's are rarely discontinued

The work is already exhausting

Financial impact

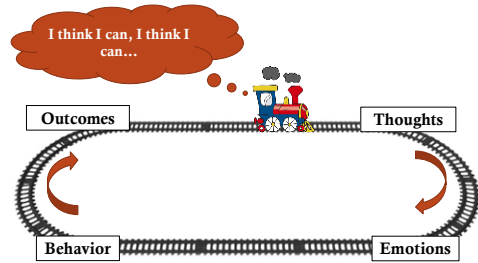
6

The Solution

Promoting Independence

The Mindset
The Strategies
The Structures

7



8

What is a Paraeducator?

- ◆ A paraeducator is an individual who provides instructional or related support to students under the direction and supervision of a certified teacher. In the last two decades, the roles and responsibilities of paraeducators in inclusive schools have reached new levels of importance. The role of paraeducators has evolved from clerical support to personal support, such as feeding and toileting, to responsibilities for providing instructional and behavioral supports that are integral to the effective provision of services to students with disabilities. This evolution of roles is, in part, due to:
 - ◆ Higher expectations for all students
 - ◆ An increased focus on inclusive education practices
 - ◆ Attention to closing the achievement gap

-Inclusive Schools Network

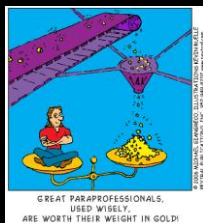
9

What is a Paraeducator?

The prefix para- means "beside", "alongside", or "next to".



10



11

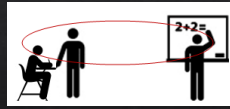
So a student having a 1:1 paraeducator is a good thing, right?

12

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
- ♦ Interference with teacher engagement
- ♦ Loss of personal control
- ♦ Loss of gender identity
- ♦ May provoke problem behavior



13

Feeling Stigmatized

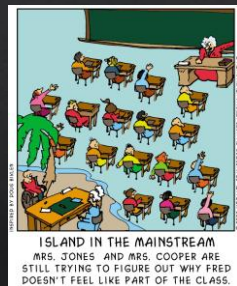
Student with a disability expresses embarrassment/discomfort about having a paraprofessional; makes him or her stand out in a negative way.



14

Separation From Classmates

Student with a disability and paraprofessional are seated in the back or side of the room, physically separated from the class.



15

Unnecessary Dependence

Student with a disability is hesitant to participate without paraprofessional direction, prompting, or cueing.



16

Interaction with Peers

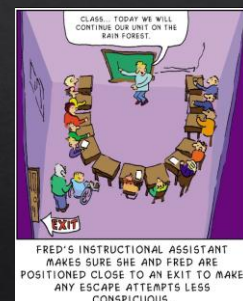
Paraprofessional can create physical or symbolic barriers that interfere with interactions between a student with disabilities and classmates.



17

Insular Relationships

Student with a disability and paraprofessional do most everything together, to the exclusion of others (i.e., teachers and peers).



18

Limited Access to Competent Instruction

Paraprofessionals are not necessarily skilled in providing competent instruction: some do the work for the students they support.



19

Interference with Teacher Engagement

Teachers tend to be less involved when a student with a disability has a paraprofessional because individual attention is already available.



20

Loss of Personal Control

Paraprofessionals do so much for the students with disabilities that they do not exercise choices that are typical for other students.



21

Loss of Gender Identity

Student with a disability is treated as the gender of the paraprofessional (e.g. male student taken into female bathroom).



22

May Provoke Problem Behavior

Some students with disabilities express their dislike of paraprofessional support by displaying inappropriate behaviors.

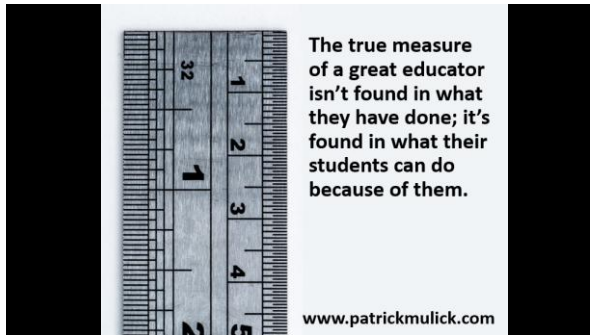


23

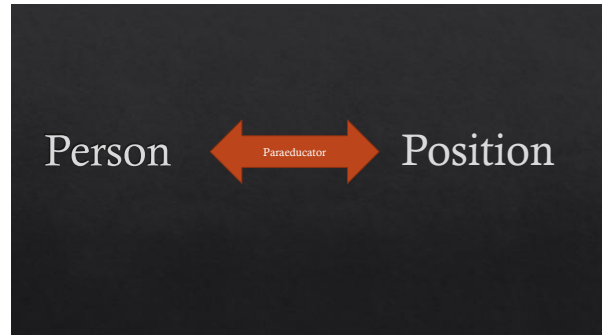
1 Point for Each You Agree With

- ◆ I don't like my spouse/friend/partner criticizing my driving while they are in the front seat with me.
- ◆ It bugs me when someone is right on my tail when I am driving.
- ◆ I value my privacy.
- ◆ I like to figure out how to do new things on my own instead of people telling me what to do.
- ◆ I feel uncomfortable when I am working and someone is looking over my shoulder.
- ◆ I don't like it when I look and feel incompetent in front of others.
- ◆ I feel frustrated when others don't trust me to do something right.

24



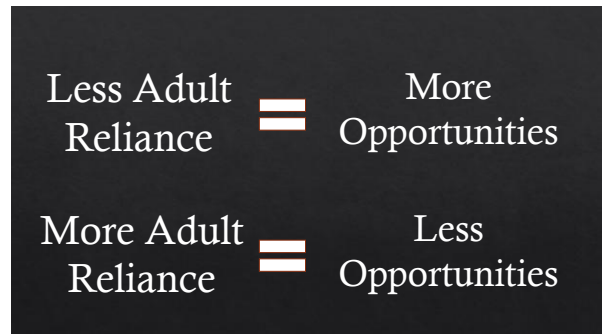
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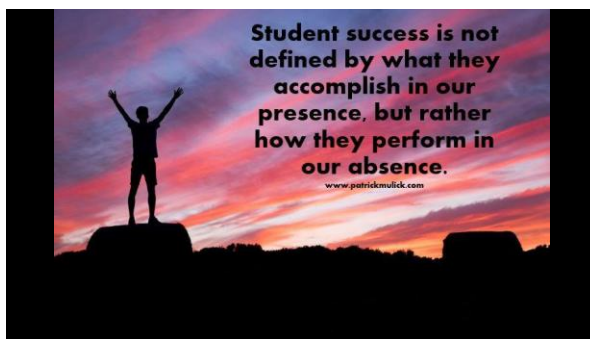
26

Person	Position
◆ Has a name ◆ Has a family ◆ Has a livelihood outside of school ◆ Is hard working ◆ Loves working with kids ◆ Undervalued/underappreciated	◆ 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.

27



28



29

Autism is a World

"My staff push me to be able to do things with the least amount of support necessary. They are constantly teaching me that I must rely on myself first and then ask for aid if I am not able to accomplish something on my own... I feel much more independent than I could have ever imagined, and that feeling alone is intensely gratifying."

-Sue Ruben

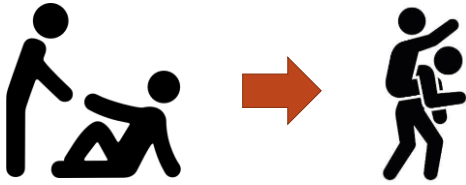
AUTISM IS A WORLD

2016 FILM BY SUE RUBEN

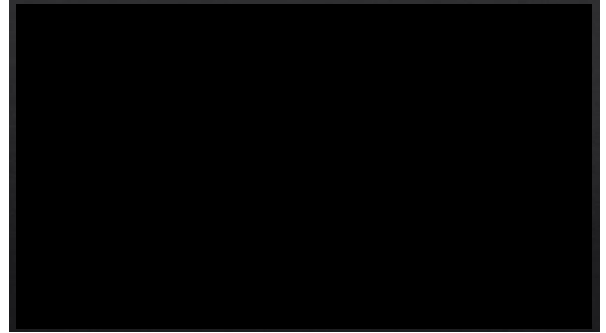
DOCUMENTARY

CNN

30



31



32

If we are not careful, we can have...

- ✦ A preschooler who can write all their letters but does not know how to ask for help
- ✦ A first grader who can read at a third-grade level but can't transition to another part of the classroom without holding on to an adult's hand
- ✦ A second grader who can multiply double digits but can't turn in papers to the teacher
- ✦ A fifth grader who knows the periodic table but can't navigate the lunch line
- ✦ A high schooler with basic computer programming skills but is unable to handle unexpected change

33

When we end up serving our students a little too well, we end up not serving them at all.



34

What Are We Doing To Our Kids?

- ✦ Opening the door
- ✦ Holding their hand while navigating school
- ✦ Telling them to say please and thank you
- ✦ Opening their food for them
- ✦ Telling them what is next
- ✦ Giving only 2 seconds for them to respond to a direction before providing help
- ✦ Getting out their supplies for them

35

Kids don't grow because we do things for them, kids grow because we challenge and support them to do things on their own.

www.patrickmulick.com

36

The Independence Minded Educator



Your need to be independent is more important than my need for this to be done quickly, perfectly, and without struggle.

37

The Independence Minded Educator



Your need to be independent is more important than my need to feel needed.

38

The Independence Minded Educator



Every time I do something for my student, I deny them an opportunity to do it on their own. Each time I deny them a chance to do something at least partially on their own, I rob them of a more independent future.

39

The Independence Minded Educator



I am not here to do the job for you, I am here to help you get the job done.

40

The Independence Minded Educator



I am not here to help you, I am here to help you help you.

41

The Independence Minded Educator



I am here to witness your success through helping you with less!

42

The Independence Minded Educator



I bring kids power
when I seem just like a
wallflower!

43

The Independence Minded Educator



I am here to spread the
"can do" glitter, not be
a baby sitter!

44

The Independence Minded Educator



Here comes the *BOOM*
of my student being
independent in this
room!

45

The Independence Minded Educator



I do the wave when at
school I am not your
fave!

46

The Independence Minded Educator



Giving too many cues
and too many clues
only lights the
dependent fuse!

47

The Independence Minded Educator



I raise the roof when
my student fixes their
own goof!

48

The Independence Minded Educator



Despite all your quirks,
get ready for fireworks!
Somehow, somehow, I
will make *this* your
Independence Day!

49

The Independence Minded Educator



50

The Independence Minded Educator



51

The Independence Minded Educator



52

*A Shift in Mindsets to Support Independence
For Students with 1:1 Paraeducators in General Education*

General Education Teacher

Old Mindset

The paraeducator is here to manage the student. The student's success will be measured by what they are able to do with their paraeducator's help.

New Mindset

The paraeducator is here to support the student in accessing my instruction. The student's success is measured by what they are able to accomplish with minimal help.



53

54

Paraeducator

Old Mindset

My role is to do things for the teacher and make sure my student does not disrupt learning. I am the student's primary instructor.

New Mindset

My role is to connect the student with the rest of the classroom and with their primary instructor, the teacher.



55

Student

Old Mindset

The paraeducator is mine. I go to them for help or to strike up a conversation. They are my friend. They must follow me wherever I go.

New Mindset

The paraeducator is a helper in the classroom. I go to my peers for conversation and my teacher for help, though the paraeducator might assist the teacher in helping me.



56

Less Familiar Teacher

Old Mindset

The paraeducator will lead me in teaching the student. They will tell me if I need to do something specific for the student.

New Mindset

I will lead in teaching the student, and the paraeducator will help me with the follow through.



57

Other Students

Old Mindset

I shouldn't bug the paraeducator or their student. They want to be left alone.

New Mindset

I can ask the paraeducator for help if they are free and I can talk to their student if it is appropriate.



58

Case Manager/Special Education Teacher

Old Mindset

Since the student has a paraeducator I do not need to worry about their program because someone else is overseeing it.

New Mindset

I should have ongoing collaboration with other building staff, including therapists when applicable, on how we can help this student be more independent. I then need to share that planning with the paraeducator.



59

Parent/Guardian

Old Mindset

The paraeducator is in charge of making sure my student gets their work done. I am concerned if I feel they are not doing enough.

New Mindset

The paraeducator helps my student have access to the general education curriculum and make progress in their IEP goals with minimal help. I am concerned if I feel they are doing too much.



60

Administrator

Old Mindset

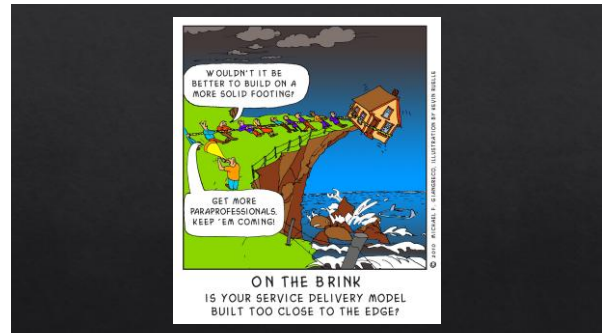
School staff can focus on promoting independence for students with 1:1's, regardless of how difficult their caseload/situation is.

New Mindset

School staff can focus on promoting independence to the degree that they have capacity and have support from administration.



61



62

“He just needs more support.”

63

Support is a Verb, Not a Human
-Dr. Julie Causton

“Support starts in knowing the student's strengths, needs and preferences. Then it's the thoughtful, intentional actions we take before, during and after instruction that help a student open to learning and make that learning stick. Sometimes support means adding things like novelty, visuals, tools or strategies and other times it means subtracting things like distractions or complexity or unpreferred formats.”

64

Support is a Verb, Not a Human
-Dr. Julie Causton

“Let's stop defining support as a person. Let's define it by what we do and whether it works. It's the thoughtful planning. It's the in the moment adjustments. It's the reflection and follow through. Let's remember why this matters, because inclusion doesn't mean more people. It means more possibility. And when we get support right, it just fades right into the background so students can step into the foreground. That's the magic of real inclusive support.”

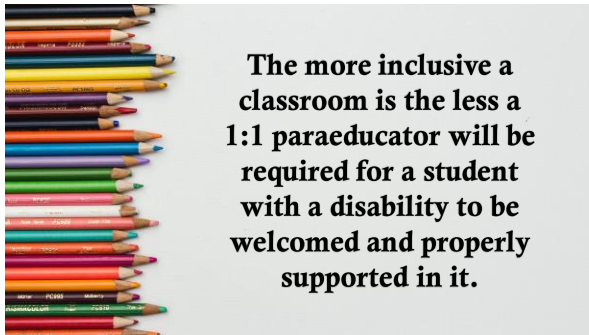
65

Inclusive Schooling Podcast

SUPPORT IS A VERB—
NOT A HUMAN

Episode
49

66



67



68

1:1 Paraeducators might be inappropriately used to compensate for....

- ◆ A lack of collaboration amongst the multi-disciplinary team
- ◆ A lack of appropriate modifications and accommodations
- ◆ Disagreements between the school team and parent/guardians
- ◆ A school mindset that SWD can only access general education with a paraeducator
- ◆ A staffing model that does not meet the diverse needs within a school
- ◆ A service delivery model that requires high levels of staffing
- ◆ Lack of sufficient training to educators in the building

69



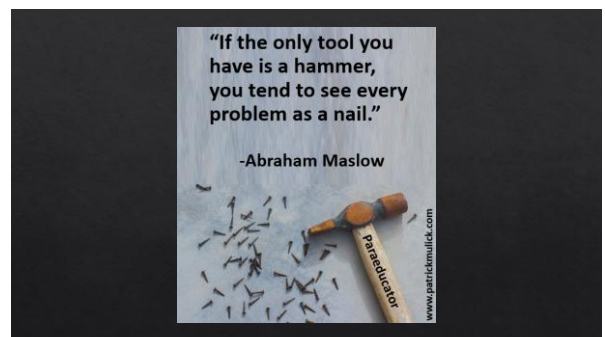
70

Quick Reality Check

- ◆ Everyone is already working hard
- ◆ This work is messy and with many layers
- ◆ No one has it all figured out
- ◆ We can and must do better together



71



72



73

How is a 1:1 Paraeducator Assigned?

"To meet its substantive obligation under IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances."

-Endrew v. Douglas County School District, 2017

74

How is a 1:1 Paraeducator Assigned?

A 1:1 adult is assigned when it is a **requirement** for the student to make progress in their IEP goals in the Least Restrictive Environment **with the appropriate modifications and accommodations**. This is determined by the student's IEP team. If this is deemed a requirement, most often this role takes the form of a paraeducator.

75

Least Restrictive
vs
least restrictive

76

Least Restrictive Environment-

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

restrictive -adjective
imposing restrictions or limitations on someone's activities or freedoms

77

Least Restrictive (Environment)
vs
least restrictive (supports)

78

As indicated in the Individuals with Disabilities Education Act (IDEA), special education and related services to students with disabilities must be provided in the "least restrictive environment." When an IEP Team is considering adult support for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. This involves asking if this high level of support is not just beneficial, but *required* in order for the student to access their learning.

79

Myth: The intent of an IEP is to articulate how one student's education will be different from the rest of their typically developing peers.

Fact: The intent of an IEP is to articulate the supports and services required for a student to receive the same high quality education that their peers do in the same place that their peers receive it.

80

Supplement, not Supplant

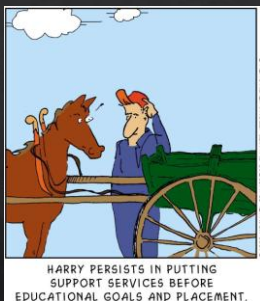
It's not about giving them a smaller mountain to climb, it's about giving them the hand they need to help get up the same mountain everyone else is climbing.

81

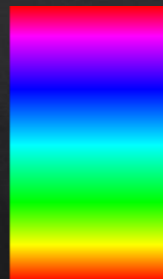
The goal is to be more inclusive,
not more intrusive.



82



83



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

-Bob Johansen

84

Table 2. Alternatives to overreliance on paraprofessionals	
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).
Paperwork 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.
Finding Plans	Developing a plan to fade paraprofessional support as much as possible can lead to greater student independence and more natural supports.
Quality Certified Teachers	Hire teachers who are certified in both general and special education to provide enhanced personnel expertise for all students.

Paraeducator Independence Moves in the Inclusive Classroom



85

86

The Velcro



87

The Maid



88

The Director



89

The Wind-up



90

The
Matchmaker



91

The Party
Crasher



92

The Orbit



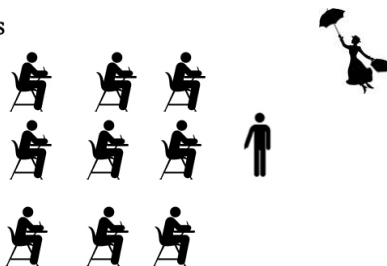
93

The Houdini



94

Mary Poppins



95

The Tooth Fairy



96

The Mime



97

The Mime
(a.k.a. silent
supports)



98

The Mime
(a.k.a. silent
supports)



- ◆ Highlighting the key directions
- ◆ Jot down the teacher directions or create a checklist for an activity
- ◆ Find a peer to help
- ◆ Write down questions to ask during a discussion
- ◆ Point out other appropriate models of behavior in class
- ◆ Use a graphic organizer to show complex topics simply
- ◆ Find a “how to” video on YouTube
- ◆ Use the “3 before me” rule

99

1:1 Inquiry

100

Comprehensive Autism Planning System

CAPS

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalization Plan

101

Having a 1:1 Paraeducator is Immediately
Reinforcing for Most People Involved

- ◆ Teacher
 - ◆ Allows teacher to focus more on the other students
- ◆ Para
 - ◆ Strong sense of self worth (helping a student with a disability)
 - ◆ Position longevity (change is hard)
- ◆ Student
 - ◆ May not need to try as hard because someone is always there to help you get it right
 - ◆ Can get more help than they may need
- ◆ Parent
 - ◆ It is comforting to know that there is someone right there with their child the entire day
 - ◆ There is someone to help them get through school to make sure they stay caught up
 - ◆ May have a more direct line of how well things are going at school

102

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

103

If there is no plan to remove the training wheels, then you are only training the child to be dependent on them.

104

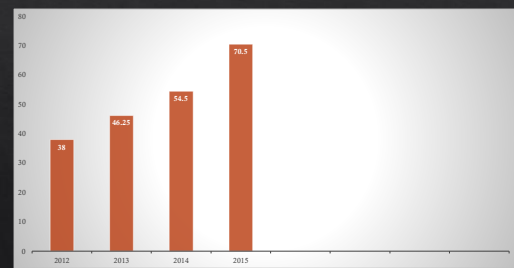
The Auburn School District

- ❖ 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
 - ❖ 117 languages spoken



105

Targeted Staffing Through the Years

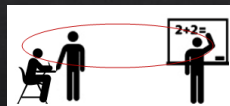


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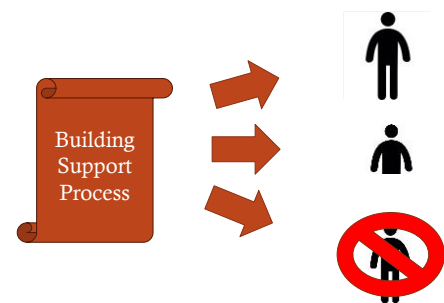
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Giangreco et al, 2005

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- ❖ Feelings of Stigmatization-
- ❖ Limited Access to Teacher instruction-
- ❖ Loss of personal control-
- ❖ Loss of gender identity-
- ❖ Provocation of problem behaviors
- ❖ Risk of being bullied-



107



108

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



109

What If?

- ◆ What if we created a parameducator position specifically designed to help student programs get up in running?
- ◆ What if that position was staffed by seasoned veterans who had the filter of promoting independence?
- ◆ What if that position was not housed or supervised from a building, but rather from Student Special Services?



110

Para Floaters

- ◆ 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



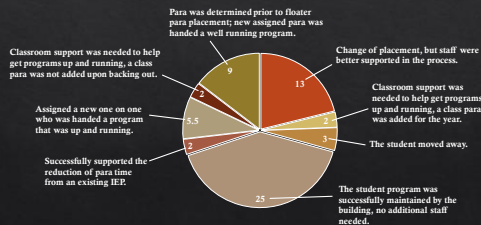
111

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Paperwork 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 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	Hire teachers who are certified in both general and special education to provide enhanced personnel capacity for all students.

112

Our Data after 4 years and 62 cases



113

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



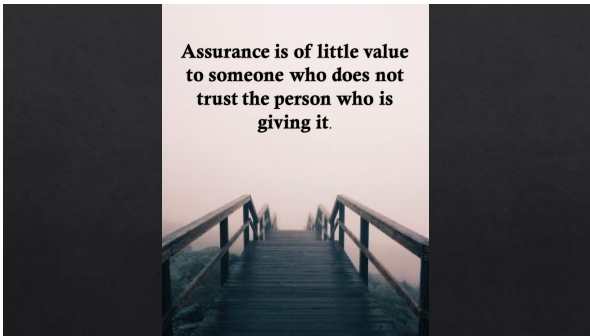
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Sometimes the best way to forge a new path is through gentle pressure, relentlessly applied.



116

Assurance is of little value to someone who does not trust the person who is giving it.



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The Independence Plan

- ◆ An independence plan is a required part of a student's IEP when the student accesses 1:1 adult support. It is a tool in which the IEP team clarifies the steps that will be taken so that the student can become less dependent on their assigned 1:1 adult and more independent with the ability to transition to existing classroom structures while still being successful. This involves targeting the role of the 1:1 adult throughout the day and the strategies that can be used to build up the student's skill set to function on their own. Goals from the IEP are cross referenced to ensure that independence is a priority in the student's plan and next steps are considered as the student advances their ability to navigate their school day.

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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 paraeducator 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 paraeducator time, please write "reduce paraeducator 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 paraeducator

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What is your estimated timeline in which you believe the student will be able to continue to make progress on their goals independent of an assigned 1:1 paraeducator?

List an estimated 1:1 paraeducator support reduction plan:

	The Reduction in 1:1 Paraeducator Support	Estimated Timeline of Achievement
Step 1		
Step 2		
Step 3		
Step 4		
Step 5		
Step 6		
Step 7		

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Reduction of 1:1 Paraeducator Time

Misleading Language	Student Centered Language
- Remove the para - Yank the para - Dropping support - Getting less help - Decreasing student support	- 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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Asking a parent if they are ready to remove a 1:1 from an IEP is like asking a teacher if they feel completely ready for the first day of school.

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In the 2018-2019 school year we had a historically high number of students move into the district with 1:1 paraeducators in their 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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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

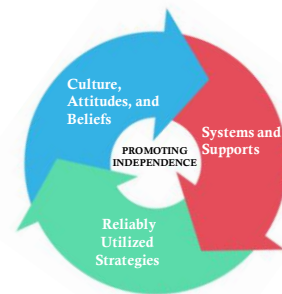


Periodically having school teams return to Student Special Services to provide updates on students



This work is still hard!!!!

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Support is a Verb, Not a Human -Dr. Julie Causton

"It's only support if it's actually supportive. If it doesn't help the student access content, if it doesn't help them engage or make meaning, then we can't call it support. Too often we mistake presence for impact. We confuse proximity with effectiveness. We even equate fulfilling IEP minutes with providing meaningful support. But support is not about checking a box. It's about whether a student is growing, participating, and feeling like they belong. And if it's not working, that's not a failure. It's feedback because support is a verb and verbs can be changed."



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Targeted PD on Promoting Independence

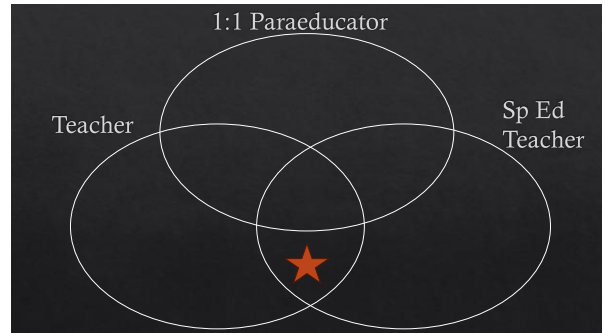
- ◆ Establish a "feel the burn" mindset and the harmful impacts we can have if we are not careful
- ◆ Align this with district priorities/goals
- ◆ Incorporate roles and responsibilities
- ◆ Target the adult behaviors
- ◆ Focus on how to outsource support to something that is not an adult
- ◆ Do not provide this to just the paras



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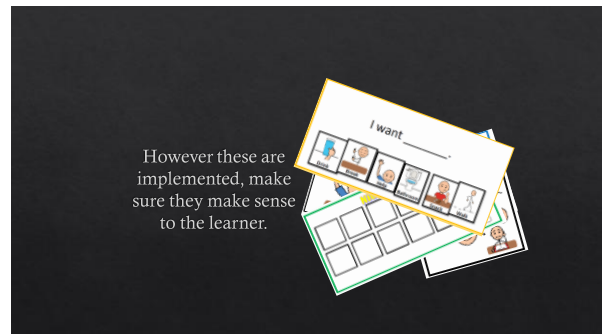
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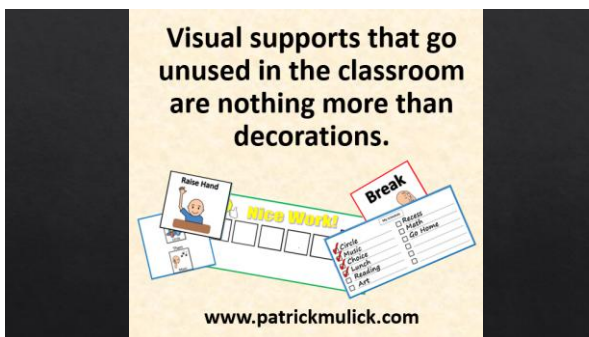
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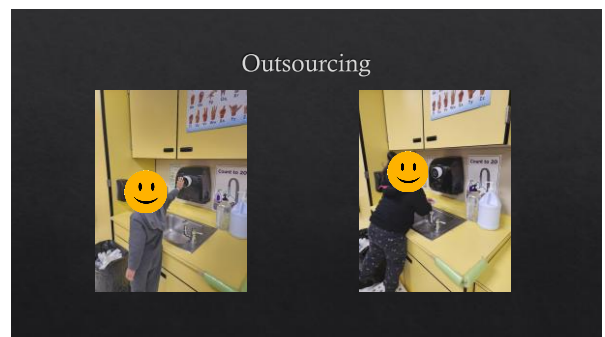
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	On Task	Off Task
5 min		
10 min		
15 min		
20 min		
30 min		
35 min		
40 min		
45 min		
50 min		
55 min		

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Point Goal #										
Class	Expectations				Strategies				Teacher Includes	Total Points
1 st - [Teacher's Class]	Attendance	Work Completion	Disruption	Self-Management	F2F work, then break	Disruption	Self-Management	Disruption	Self-Management	5 points
	On-Time - 2	Complete - 2	Non-Work - 2	Independent - 2	Plan	Disruption	Independent - 2	Disruption	Independent - 2	
	Leave - 1	Monitor - 1	Monitor - 1	Planned - 1	Plan	Disruption	Planned - 1	Disruption	Planned - 1	
2 nd - [Teacher's Class]	Attendance	Work Completion	Disruption	Self-Management	F2F work, then break	Disruption	Self-Management	Disruption	Self-Management	5 points
	On-Time - 2	Complete - 2	Non-Work - 2	Independent - 2	Plan	Disruption	Independent - 2	Disruption	Independent - 2	
	Leave - 1	Monitor - 1	Monitor - 1	Planned - 1	Plan	Disruption	Planned - 1	Disruption	Planned - 1	
3 rd - [Teacher's Class]	Attendance	Work Completion	Disruption	Self-Management	F2F work, then break	Disruption	Self-Management	Disruption	Self-Management	5 points
	On-Time - 2	Complete - 2	Non-Work - 2	Independent - 2	Plan	Disruption	Independent - 2	Disruption	Independent - 2	
	Leave - 1	Monitor - 1	Monitor - 1	Planned - 1	Plan	Disruption	Planned - 1	Disruption	Planned - 1	
4 th - [Teacher's Class]	Attendance	Work Completion	Disruption	Self-Management	F2F work, then break	Disruption	Self-Management	Disruption	Self-Management	5 points
	On-Time - 2	Complete - 2	Non-Work - 2	Independent - 2	Plan	Disruption	Independent - 2	Disruption	Independent - 2	
	Leave - 1	Monitor - 1	Monitor - 1	Planned - 1	Plan	Disruption	Planned - 1	Disruption	Planned - 1	
5 th - [Teacher's Class]	Attendance	Work Completion	Disruption	Self-Management	F2F work, then break	Disruption	Self-Management	Disruption	Self-Management	5 points
	On-Time - 2	Complete - 2	Non-Work - 2	Independent - 2	Plan	Disruption	Independent - 2	Disruption	Independent - 2	
	Leave - 1	Monitor - 1	Monitor - 1	Planned - 1	Plan	Disruption	Planned - 1	Disruption	Planned - 1	
6 th - [Teacher's Class]	Attendance	Work Completion	Disruption	Self-Management	F2F work, then break	Disruption	Self-Management	Disruption	Self-Management	5 points
	On-Time - 2	Complete - 2	Non-Work - 2	Independent - 2	Plan	Disruption	Independent - 2	Disruption	Independent - 2	
	Leave - 1	Monitor - 1	Monitor - 1	Planned - 1	Plan	Disruption	Planned - 1	Disruption	Planned - 1	
7 th - [Teacher's Class]	Attendance	Work Completion	Disruption	Self-Management	F2F work, then break	Disruption	Self-Management	Disruption	Self-Management	5 points
	On-Time - 2	Complete - 2	Non-Work - 2	Independent - 2	Plan	Disruption	Independent - 2	Disruption	Independent - 2	
	Leave - 1	Monitor - 1	Monitor - 1	Planned - 1	Plan	Disruption	Planned - 1	Disruption	Planned - 1	

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[illegible]

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It's Time to Rip Off the Velcro!
Rethinking Paraprofessional
Support

-Lee Ann Jung

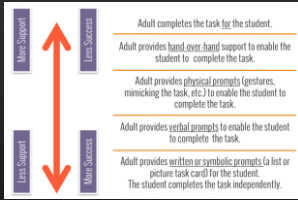


“The question for leaders isn’t, “Do we have enough paraprofessionals?” but rather, “Are we using our human resources in ways that build student independence and teacher capacity?”

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Avoiding Over-Use of Paraeducator Support for Individual Students

-Frances Stetson



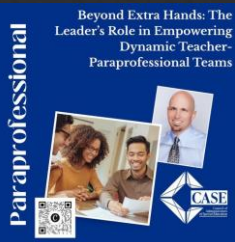
Here's an IDEA!

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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Thank You!

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www.patrickmulick.com

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