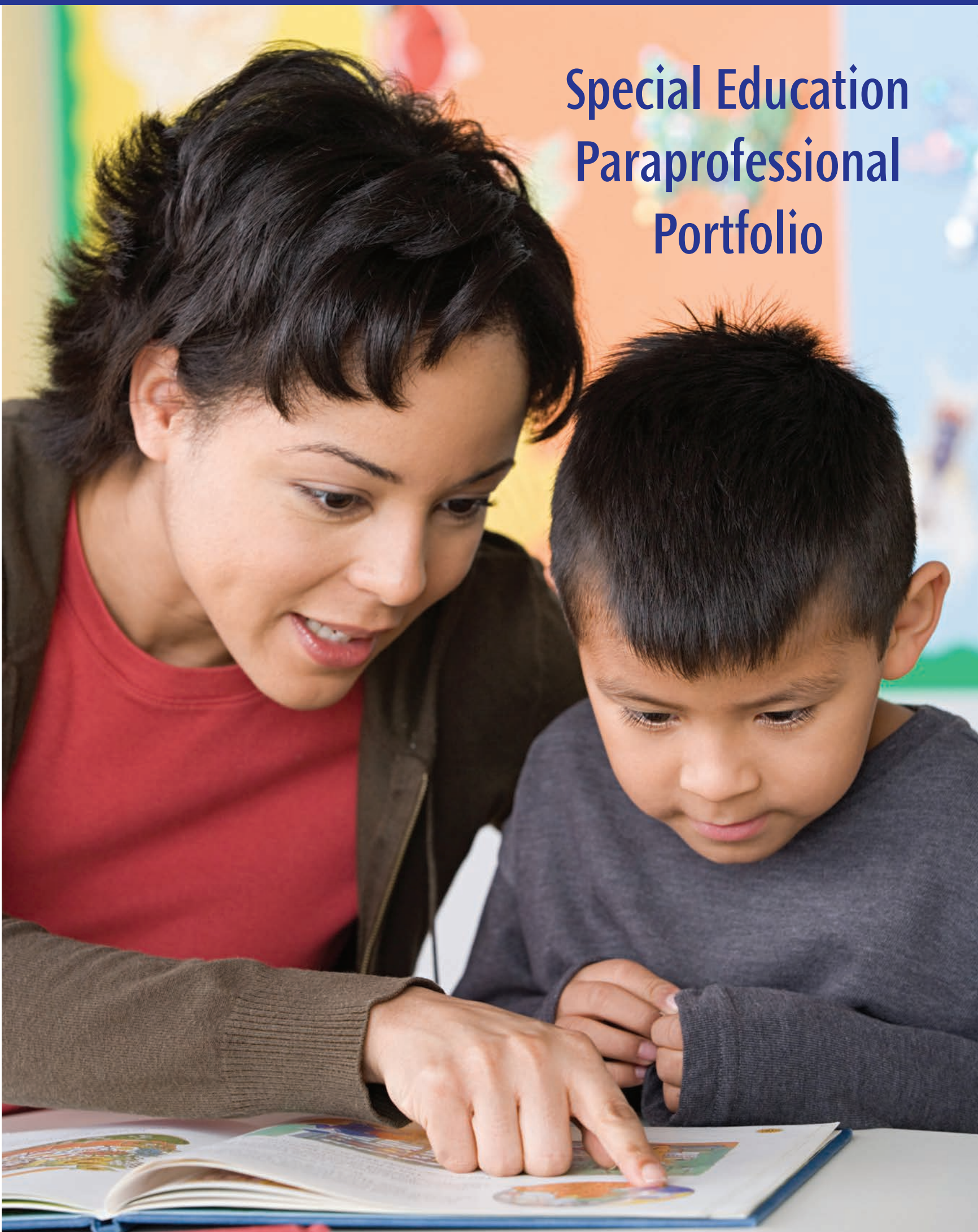


# Special Education Paraprofessional Portfolio



This portfolio is designed to provide special education paraprofessionals with one place to organize student profiles and other important documents used during the school day.

## Supporting Teachers and Students

As a special education paraprofessional, you are an integral member of the educational team. Special education paraprofessionals work with teachers and other educational professionals in supporting student achievement and building social skills. You have a variety of key responsibilities in the educational setting, which include:

- **Being a member of the team** – Know the roles, responsibilities, and policies of your job in your work setting. Find out what you can and cannot do in your role as an educational paraprofessional.
- **Showing respect** – Be respectful when assisting students with their needs.
- **Supporting inclusion of students** – Help students to participate in the general education program as directed by the special education teacher. Work with general and special education staff to provide necessary adaptations or supports for students that allow them to participate and engage in learning tasks.
- **Fostering socialization** – Throughout the day, allow and provide opportunities for students to interact with their peers on their own.
- **Promoting independence** – Provide the level of support the students need, and then fade your support, encouraging students to complete tasks independently.
- **Requesting assistance** – Ask for guidance and direction from the special education teacher if you have questions related to any aspect of working with students (e.g., academic, social, behavioral).
- **Collecting data** – Collect required data to mark student progress. Direct concerns to the special education teacher.
- **Maintaining confidentiality** – Respect the privacy of students. Do not share information about students with people outside of the students' educational team. If parents or other adults have questions about a student, refer them to the special education teacher.

## Cues vs. Prompts

- **Cue** – A signal to say or do something
- **Prompt** – Assistance to say or do something

Prompt Levels – Provide the amount of assistance the student needs to complete the task. Gradually decrease the level of prompt until the student can complete the task independently.

Prompt Level	Examples
<b>Physical Assistance</b>	
Full prompt – Hand-over-hand assistance	Hold the student's hand while the student holds a pencil
Partial prompt – Supportive guidance	Support the student's wrist while the student writes
<b>Verbal</b>	
Direct – Clear statement	"Put your book in your desk."
Indirect – Ask a question	"What should you do next?"
<b>Model</b>	
Show student, student imitates	Write the student's name on a paper and then the student writes or traces his/her name
<b>Gesture</b>	
Movement/motion	Put your finger to your mouth to remind the student to be quiet

## Providing Clear Directions

Providing clear directions and helping students comply is essential to maintaining a productive learning environment.

- **Establish eye contact with the student**  
Look at the student and state the student's name when making a request.  
*Example: "John, put your book away and line up at the door."*
- **Make requests specific**  
In a calm, clear voice, provide a precise description of what you expect from the student.  
*Example: "Sam, quietly read the first paragraph on page 14."*
- **Make one request at a time**  
Do not ask the student to do several things at once. The student may be overwhelmed and may not be able to remember everything. After the student has complied with one request, you may make an additional request.
- **Allow time for compliance**  
State what you want the student to do and give the student three to five seconds to comply. If the student does not comply, restate the request.
- **Praise the student for complying**  
Provide verbal reinforcement when the student complies with your request. This will encourage further compliance in the future.

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**Tom Wolf**  
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