



**WCKSEC**

*We are, We Kan*

*"Do not let what you cannot do  
interfere with what you can do"*

*~John Wooden~*

WEST CENTRAL KANSAS SPECIAL  
EDUCATION COOPERATIVE  
PARAPROFESSIONAL GUIDELINES

Revised: July 2019

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*--John Wooden--*

## WELCOME

Welcome to the West Central Kansas Special Education Cooperative. We are pleased that you have joined our organization. In this document, you will find many answers to common questions that may arise during your work experience. If you have questions that are not addressed in this document, please feel free to contact your supervisor. Again, welcome and have a great school year.

The purpose of this document is to outline general procedures for Paraprofessionals employed by West Central Kansas Special Education Cooperative. The document cannot be complete in all details, but it does not, by omission, restrict legislative or administrative authority. It is understood, whether expressed or not, that all information contained in the handbook is subject to board of education policies, state laws, and state regulations. For additional details reference the USD 489 Classified Staff Handbook

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## THINGS TO ASK YOUR SUPERVISING TEACHER ON DAY ONE

1. What are your special and regular duties?
2. What records are you responsible for keeping?
3. What schedules are you responsible for following?
4. What emergency provisions apply to your situations?
5. When do students arrive? When do they leave?
6. Where and when will the students in your classroom play?
7. What are the most significant playground rules?
8. For what lunchtime activities will you be responsible?
9. Where are the supplies kept and how are they obtained?
10. What equipment is available and how is it obtained?
11. What is the line of communication and authority you are to follow?
12. If you are responsible for working with more than one teacher, how is your time divided?
13. What student records are available to you?
14. To whom should you direct questions concerning school policy?
15. With whom should you discuss a problem concerning a relationship?
16. What should your response be when parents raise questions concerning their child's functioning in the classroom?
17. What is expected of you in terms of student management?
18. What is your behavior management/reward system in the classroom?
19. What course should you follow if you feel you do not have enough to do?
20. How does your teacher view the teacher/paraprofessional relationship?

Adapted from Oklahoma's paraprofessional manual

## **SECTION ONE**

### **BASIC INFORMATION**

**WORK AGREEMENTS:** All paraeducators will sign a work agreement that covers the expected hours to be worked and the wages to be paid. Any deviation from this work agreement must be approved by special education administration.

**TIME SHEETS:** An in-service for completing time sheets will be provided. Time sheets shall be completed using the time sheet form from USD 489 Payroll. Employees should pay special attention to: time sheet period, signature by employee, benefit times usage, and number of hours worked. In addition, any deviation from your regular schedule should be noted and explained on the time sheet.

**LEAVE:** Employees receive two days of leave plus one for each month of work on the work agreement. Four of these days are Personal Leave which must be submitted for approval three days prior to use. Personal days before and after school holidays and during the first and last weeks of the school year require approval by the director.

The rest of these days are Sick Leave which can be used for an illness or health need for self or immediate family members.

All leave is used in half or full day increments.

**ABSENCES:** The students we serve rely on consistency and the teachers in our classroom rely on your support in meeting the needs of students. Because of this, it is important that absences are avoided and that you arrive to work and assigned classrooms on time every day.

**ATTIRE:** Casual dress is appropriate. Keep in mind that you are working with students. Shirts and pants should be neat, print and logos should be appropriate for an educational setting. Low cut tops, shirts that expose midribs or backs, and short skirts are not acceptable. Shoes worn should reflect the physical duties associated with your job. Tennis shoes are acceptable. Open-toed shoes and/or sandals may be prohibited by administration due to safety considerations.

**BULLYING:** WCKSEC will not allow bullying between students which can take many forms including threats, stalking, physical violence, sexual harassment, cyber harassment/threats, theft, destruction of property or retaliation for reporting bullying. Please inform your supervisor of any bullying that you observe so an investigation can be conducted.

#### **CELL PHONE USAGE:**

Cell phones should be turned off and put away during the day. No paraeducator should use a cell phone during the instructional part of the day or in the presence of students. You may check your messages and return phone calls during your duty-free lunch break. If you are expecting an important phone call, inform your supervising teacher, put your phone on vibrate, turn off the phone, and put it away once you've received the call. Text messaging and social networking are not allowed during the school day.

**CONFIDENTIALITY:** Under no circumstances should any student be discussed by name outside of work. When in public, you may be asked to comment on a student. Respond in general terms. When visitors are in the classroom, never talk about a child. You should not discuss any aspect of the

student's life, i.e. parents' names, family situation, etc.

One of the most important aspects of ethical behavior for school staff is the handling and disclosure of confidential information about students or their families. During a normal day, you will come into contact with a wide variety of information, which may include test scores, behavior, attendance, court proceedings, family problems and many other kinds of personal information. All school personnel are required by law to keep this information confidential. Other points to keep in mind:

1. Be careful when answering the phone. A "Permission to Release Information" form must be on file to exchange information with any agency outside the school setting (High Plains, St. Francis, outside counselors, etc.)
2. Do not use students' last names when providing information to parents (ie. Valentine's Day list—only use first names on the list).
3. Do not take a student's picture unless a photography release has been signed by parents and is on file with the classroom teacher.

**EMERGENCY SAFETY INTERVENTIONS AND CPI:** Some teachers and paraeducators are required to be certified in non-violent crisis prevention interventions. New staff will receive a full day training in order to become certified when needed. Veteran staff will receive refresher courses as needed. A certified staff member must be present when interventions are being used. If an emergency arises, and the student may harm self or others, then 2-3 paraeducators may assist in interventions, but a certified staff member must be summoned immediately. Documentation must be kept throughout the process. ESI reporting requirements must be followed after the use of an ESI and will be carried out by your teacher and principal.

Emergency Safety Interventions (ESI) are seclusion and restraint used when the student presents a reasonable and immediate danger of physical harm to self or others. Physical restraint means bodily force used to substantially limit a student's movement. Seclusion means placement of a student in a location where: (1) The student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or the student reasonably believes that such student will be prevented from leaving, the enclosed area. If any actions take place that may be an ESI, report it to your supervising teacher.

**DOCKED DAYS:** Docked days are days without pay. After personal days are exhausted, and for circumstances not covered under sick or other approved leave days, absence from work will be counted as a docked day. These days are acceptable only under unavoidable situations and any abuse will form a primary component in staff evaluation and may lead to dismissal proceedings.

**EMAIL:** All WCKSEC employees are issued an email address. Staff in outlying districts or private schools may also be given an email address from their school. Pertinent information is often sent via email. Employees are expected to check their email accounts regularly (at least weekly). Notification of professional development training assignments is also sent via employee email. Communication with other employees should be done with your WCKSEC or school email account. Using personal email accounts is not allowed.

**FLEXIBILITY:** Your schedule may change on a regular basis depending on student/ program needs. Unexpected situations often take place. Due to absences of other staff members, you may be reassigned to a different classroom and supervising teacher for the day or a portion of the day.

**GOSSIP:** WCKSEC schools are generally small and people work closely together. When people speak negatively about each other, it hurts feelings, morale, and the work environment in general. If you have concerns about a co-worker's performance, work ethic, or behavior, address your concerns with that person directly or discuss the matter with your supervising teacher. Gossip about co-workers is not a constructive use of work time. Be part of the solution, not part of the problem. Gossip will not be tolerated.

**HALLWAYS:** It is very important that the hallway outside of classrooms remain quiet. It is very easy to chat with those who are supervising students. However, employees must realize that students may hear their conversations.

**INSERVICE:** Paraeducators are required to complete and document inservice hours throughout the school year. Paraeducators in their first three years of working for WCKSEC need 20 hours of inservice each year. Paraeducators in their fourth year or later need 10 hours of inservice each year. Required hours are prorated for paraeducators hired mid-school year.

The cooperative and cooperating school districts will provide inservice opportunities throughout the year. Infinitec can also be used to complete online learning modules that can count toward inservice hours. College coursework can also count toward inservice requirements.

### **LUNCH, DUTY-FREE**

Each paraprofessional receives a 30-minute duty-free lunch period. Your classroom teacher will assign your lunchtime; however, in an emergency, student supervision requirements may dictate that your assigned lunchtime will need to be altered.

**PERSONAL BELONGINGS:** Ask your supervising teacher where to keep your personal belongings. It is advised that you not leave valuables in the classroom.

**SCHOOL CALENDAR:** Your work agreement outlines the days you are expected to work. Please refer to this document to determine if you are to work during work days, in-services, and early release meetings.

**SCHOOL HOURS:** The assigned hours of work vary by assignment and will be determined by student/program need. The supervising teacher will inform you of the hours of your work assignment. It is essential that you arrive on time. Students must be supervised at all times, and when you are late, students do not have adequate supervision.

**SNOW DAYS:** If your district does not have school due to weather, you will receive pay for your usually scheduled hours and will not need to take leave.

**STAFF EVALUATION:** Paraeducators are evaluated annually at the end of each school year by their supervising teacher and signed off by their principal.

### **SUSPECTED CHILD ABUSE:**

1. All staff is required by state mandate to immediately report **any suspected abuse or neglect** of a child to the Kansas Department of Children and Families.
2. The notification is made through the Kansas Protection Report Center 1-800-922-5330.
3. It is not the responsibility of the staff to determine if DCF may or may not take the call or to

determine if the abuse is legitimate. Mandated reporters must call if any abuse/neglect is suspected.

4. Before calling, notify the supervising teacher and building principal of your concerns.
5. Prior to calling, have student information ready.
6. You DO NOT NEED TO notify the student's parents that DCF is being called.
7. If you suspect a staff member is abusing a student, notify Administration immediately so appropriate action and an investigation can begin.
8. Signs of child abuse are discussed in Section Two: Legal and Ethical Issues section of this handbook.

### **TELEPHONE USE:**

**STAFF:** Every phone call that is transferred into the classroom during instructional hours can be a disruption to the learning environment.

Telephone use should be kept to a minimum, and phone calls during instructional times should be for emergencies only. The telephone may be used for reasonable personal calls during a break or lunch time. If you need to be reached from home, please give them your extension number, and use your voice mail service to return calls outside of class time. We understand that some phone calls are necessary. If you are expecting a call from a doctor, etc. please notify administration that you will be expecting this call and exceptions will be considered. All personal long-distance phone calls must be made with a calling card or from a cell phone during appropriate times of the work day.

**STUDENTS:** Telephone use by students is not a right and remains solely at the discretion of staff.

**UNDER NO CIRCUMSTANCES ARE STUDENTS TO PLACE CALLS WITHOUT**

**SUPERVISION.** If it is determined that a student should speak with a parent or guardian, staff must:

1. Dial the number.
2. Determine that the parent/guardian is on the line & briefly describe why the call is being made.
3. Turn the phone over to the student.
4. Terminate the phone call if the student is making rude, threatening, or inappropriate comments.

**VISITORS:** All visitors must check in at the office and receive a name badge before entering instructional areas of the building. Parents should remain in the office when picking up a student or bringing something for their child. If you see someone in the building without a name badge, escort him or her to the office to receive one. If they refuse to go to the office, stay with them, and have someone else notify the office.

**MEDICATION:** Students are not allowed to carry prescription or non-prescription medication unless it is an inhaler and authorized by the office. Medication may not be administered to students without authorization from the child's doctor and approval from district nursing staff. Medication must arrive at school in a properly labeled prescription bottle. Medication dispersal must be documented on the medication dispersal sheet. Parents may bring pain relievers to the school, but staff may not administer any over-the-counter medications, including cough drops, to students. The educational performance of students with disabilities is often affected by both their disability and the medications used to treat their condition. Side effects of these medications can also negatively impact a student's school performance. Any medication questions should be directed to administration.

**STUDENT PHOTOS:** You should not take any photographs of students without permission from your teacher. Pictures should be taken with a device provided to you by your supervising teacher.

**SOCIAL MEDIA:** Do not friend, follow, or message students on social media. Staff should not share information about students on social media. Even with names removed, others may be able to determine who you are talking about.

**STUDENT RELATIONSHIPS:** Your relationship with students should remain professional in all settings. Neighborly interactions are appropriate, but boundaries should exist between you and the students outside of the classroom. The sharing of phone numbers, email addresses, social media usernames, or other forms of communication outside of school is prohibited.

## SECTION TWO LEGAL/ETHICAL ISSUES AND RESPONSIBILITIES

It's the "Person First" -- Then the Disability

What do you see first?

- The wheelchair?
- The physical problem?
- The person?

If you saw a person in a wheelchair unable to get up the stairs into a building, would you say, "There is a handicapped person unable to find a ramp?" Or would you say, "There is a person with a disability who is handicapped by an inaccessible building?"

What is the proper way to speak to or about someone with a disability?

Consider how you would introduce someone -- Jane Doe-- who doesn't have a disability. You would give her name, where she lives, what she does or what she is interested in -- she likes swimming, or eating Mexican food, or watching Brad Pitt movies.

Why say it differently for a person with disabilities? Every person is made up of many characteristics-- mental as well as physical -- and few want to be identified only by their ability to play tennis or by their love for fried onions or by the mole that's on their face. Those are just parts of us.

In speaking or writing, remember that children or adults with disabilities are like everyone else -- except they happen to have a disability. Therefore, here are a few tips for improving your language related to disabilities and handicaps.

1. Speak of the person first, then the disability—(ie: a student with ED)
2. Emphasize abilities, not limitations.
3. Do not label people as part of a disability group --don't say "the disabled." Instead, say, "People with disabilities."
4. Don't give excessive praise or attention to a person with a disability; don't patronize them.
5. Choice and independence are important; let the person do or speak for him/herself as much as possible.
6. A disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc. Use "handicap" to describe a situation or barrier imposed by society, the environment or oneself.

Say...

Instead of. . .

child with a disability	disabled or handicapped child
person with cerebral palsy	palsied, or C.P., or spastic
person who is deaf or hard of hearing	deaf and dumb
person with retardation	retarded
person with epilepsy	epileptic
person who has...	afflicted, suffers from, victim
without speech, nonverbal	mute or dumb
developmental delay	slow
emotional disorder, or mental illness	crazy or insane
uses a wheelchair	confined to a wheelchair
with Down Syndrome	mongoloid, retarded
has a learning disability	is learning disabled
nondisabled	normal, healthy
has a physical disability	crippled
congenital disability	birth defect
condition	disease (unless it is a disease)
seizures	fit
cleft lip	hare lip
mobility impaired	lame, crippled
medically involved, or has chronic illness	sickly
paralyzed	invalid or paralytic
has hemiplegia (paralysis of one side of the body)	hemiplegic
has quadriplegia (paralysis of both arms and legs)	quadriplegic
of short stature	dwarf or midget
accessible parking	handicapped parking

Reprinted from the June 1998, PACER Center Early Childhood Connection and September 1999, PACER Center PACESETTER

## **LEGAL AND ETHICAL ISSUES FOR PARAPROFESSIONALS**

As a paraprofessional, you may be faced with situations where your own interests, a student's interests, or the school's interests may conflict. Also, you must always consider the ethical implications of the decisions that you make and the potential impact on students, their families, and other school staff.

When working with students with disabilities, a clear code of ethics can establish a framework for your relationships with various members of the educational setting. The following sections will assist with understanding your role in the classroom:

### **Work Responsibilities**

1. Recognize that the classroom teacher has the ultimate responsibility for the instruction and the behavior of the students and follow the directions given by your supervisor.
2. Realize that you may be assigned to a particular classroom or grade, but you may be asked to work with other classes and/or age groups at any given time.
3. Assist students in performing activities initiated by the teacher.
4. Supervise children in the hallway, lunchroom, playground, etc.
5. Reinforce learning in small groups or with individuals, while the teacher works with other students.
6. Refer concerns expressed by parents, students or others to the classroom teacher. The teacher is responsible for communicating progress and concerns with parents—not the paraprofessional.
7. Perform clerical tasks such as attendance, typing, copying, etc.
8. Assist the teacher in observing, recording, and charting behavior.
9. Assist the teacher with crisis problems and behavior management.
10. Carry out instructional programs designed by the teacher.
11. Work with the teacher to develop classroom schedules.
12. Assist in planning field trips or activities.
13. Read aloud or listen to children read.
14. Grade and hand out papers.
15. Assist in creating flashcards, posters, bulletin boards, etc.
16. Take care of student emergencies and illnesses such as vomiting, toileting accidents, etc.
17. Supervise when students arrive at school, eat breakfast, eat lunch, and get on buses at the conclusion of school.
18. Supervise in the restrooms.
19. Straighten room at the end of the day.
20. Participate in Crisis Prevention Intervention (CPI) after receiving training.
21. Complete time sheets in a timely manner
22. Carry out any other responsibilities deemed appropriate for this position.
23. Avoid situations where you are alone in an enclosed area with a student.
24. **STAY BUSY.** If you have down time, ask your teacher what you can do to help. Move around the room and avoid just sitting for extended periods of time.

### **Relationships with Students and Parents:**

1. Discuss a child's progress, limitations, and/or educational program only with the supervising teacher in the appropriate setting. This information should not be shared with everyone in the building, but only with the staff directly involved with the student.
2. Discuss school problems and confidential matters only with appropriate personnel and only when students are not present.
3. Respect the dignity, privacy, and individuality of all students, parents, and staff members.
4. Present yourself as a positive adult role model.
5. Use behavior management strategies that have been established by your specific program.
6. Relationships with students should always be professional.

### **Relationship with the Teacher:**

1. Recognize the role of the teacher as the supervisor
2. Express differences of opinion only when students are not present.
3. Establish communication and a positive relationship with the teacher.
4. Discuss concerns about the teacher or teaching methods directly with the teacher.
5. If issues are not resolved, then discuss the concerns ONLY with the teacher's supervisor.
6. Do not discuss teacher problems with students, other teachers, other paraprofessionals or parents.
7. Follow the behavior management approach as established by the teacher. Learn the system quickly.
8. Relationships outside the work setting should remain professional.

### **Relationship with the School:**

1. Accept responsibility for improving skills.
2. Become familiar with school policies and procedures.
3. You are part of a team. Represent the school and its programs in a positive manner. The paraprofessional should refrain from:
  - a. Airing school problems and confidential matters, including personalities, outside of school circles.
  - b. Discussing administrative, interdepartmental and interschool problems in the presence of students.
  - c. Gossiping about problems with those who cannot assist in the solution.
  - d. Entering another classroom during the instructional part of the day to speak with a staff member about a non-school related subject. This disrupts the learning environment.

### **Points of Emphasis: Paraprofessionals May Not:**

1. Communicate concerns or progress about students to parents.
2. Discuss any aspect of a student's behavior, progress, and concerns with anyone outside of the school setting.
3. Be solely responsible for assigning grades.
4. Assume full responsibility for supervising assemblies or field trips.
5. Transport students.

### **Chain of Responsibility:**

No matter how smoothly a program runs, problems will arise. If a problem does arise, the paraprofessional must follow the chain of responsibility in order to resolve the problem.

1. If a problem arises, the paraprofessional should contact the supervising teacher about the problem.
2. If the problem isn't resolved, the next step is to contact the building principal.
3. If the problem isn't resolved, the next step is to contact the special education coordinator.
4. If the problem isn't resolved, the next step is to contact the special education director.

If a problem arises with another paraprofessional, the first rule of thumb is to contact that person and try to resolve the problem. If the person is unwilling to help solve the problem, then work through the chain of command until the problem is resolved.

### **ABUSE AND NEGLECT**

You are required by law to report any suspected incidents of abuse or neglect because paraprofessionals are in positions that provide services to children and adults. This includes abuse suspected internally (within your setting) or externally (outside of your setting). All states impose a civil or criminal penalty on those who don't report incidents.

Paraprofessionals are to report any suspicions to the supervising teacher. The law protects your identity when you report any suspected cases.

Knowing this, you must then know what signs to look for that indicate abuse or neglect. There can be many, and they can be particularly difficult to detect. However, here are a few signs to look for.

### **SIGNS OF ABUSE:**

#### Signs of Physical Abuse:

1. Malnutrition
2. Constant fatigue or listlessness
3. Poor hygiene
4. Inadequate clothing for weather conditions
5. Appearance of overall poor care
6. Injuries treated inappropriately or inadequately
7. Improper supervision for needs
8. Poor work/school attendance
9. Drug or alcohol abuse
10. Excessive child care or other responsibilities which are expected in order to have basic needs met
11. Unexplained bruising, scabbing, scarring
12. Changing the story throughout day or with different people about how injuries occurred.

#### Signs of Emotional Abuse:

1. Very low or high body weight

2. Lack of concern for physical appearance
3. Habit disorders (sucking, rocking)
4. Sleep disorders
5. Poor self-concept
6. Anxiety
7. Depression
8. Hostility
9. Unresponsive to praise
10. Antisocial behaviors

Signs of Sexual Abuse:

1. Difficulty walking or sitting
2. Bruises, abrasions, or bleeding in the genital or perineal area
3. Swelling of genitalia
4. Complaints of genital pain
5. Recurrent urinary tract infections
6. Torn, stained or bloody underclothing

Signs of Sexual Abuse Cont:

7. Behavior signs depend on the age and maturity of the individual, the nature and duration of the abuse, and the individual's relationship to the abuser. They may include the following:
  - a. Becoming withdrawn
  - b. Daydreaming excessively
  - c. Exhibiting poor self-esteem
  - d. Seeming frightened or phobic
  - e. Acting suddenly younger or more immature

## SECTION THREE INSTRUCTIONAL SUPPORTS

### Instructional Responsibilities

The responsibility of the paraeducator is to follow the program planned by the certified professional. The professional assumes the primary responsibility for the instruction of the students. Many times the para and the professional will have responsibilities that are comparable and overlap. Following is a comparison of such responsibilities.

<b><u>Supervising Teacher</u></b>	<b><u>Paraeducator</u></b>
1. Diagnoses educational needs.	1. Scores and compiles data associated with testing and other types of assessment; carries out informal assessment.
2. Plans instructional programs.	2. Assists with the planning process; copies, transcripts, types, files, etc.
3. Grade students' performance.	3. Checks and scores student work.
4. Takes responsibility for new concepts, skills and each new classroom activity.	4. Reinforces and reviews concepts and skills. Assists students in performing activities initiated by the supervising teacher.
5. Revises instructional programs.	5. Monitors student progress in instructional programs and relates findings to supervising teacher.
6. Designs instructional materials.	6. Helps develop instructional materials designed by the supervising teacher.
7. Designs and implements behavioral intervention plans.	7. Monitors and reinforces student performance concerning behavioral interventions through observation; assumes data collection, compilation, and other record keeping duties.
8. Communicates with parents.	8. Maintains records associated with the parent conferencing procedure, confirms conference dates, etc.
9. Responsible for behavioral management.	9. Manages students during times when the teacher is involved in the regular performance of professional duties or has logical emergency reasons for being out of the classroom; play supportive management role when supervising teacher is present.
10. Attends inservice workshops.	10. Attends inservice workshops for paraeducators.

The delineation of supervising teacher and paraeducator responsibilities offered above may be further clarified by the following list of paraeducator do's and don't.

<b><u>The Paraeducator may:</u></b>	<b><u>The Paraeducator may not:</u></b>
1. Be left alone in the classroom for short periods of time when the supervising teacher is away. The supervising teacher remains responsible for the classroom at all times and must remain accessible.	1. Be used as a substitute for certified teacher
2. Work without direct supervision with	2. Teach independently new concepts and

individuals or groups of students.	skills.
3. Have specific instructional and management responsibilities for the students.	3. Be given primary responsibility for working with individual students.
4. Be involved in student staffing.	4. Be assigned to attend student staffing in lieu of the supervising teacher
5. Be used to support the integration of exceptional students into regular classes by tutoring these students in regular class assignment and giving tests orally, etc.	5. Be given primary responsibility for mainstreaming one or more students or used to teach regular curriculum content to non-exceptional students.
6. Be assigned record keeping tasks relevant to the classroom assignments.	6. Be used to carry out clerical responsibilities usually assigned to other staff members in the building.
7. Assist the supervising teacher in supervising assemblies and group field trips. Take individual students in job-related activities, job interviews, curriculum-based recreation, shopping, etc.	7. Take full responsibility for supervising field trips, assemblies or other non-teaching duties usually assigned to teachers, e.g., hall duty, extra duty, school clubs, etc.

### **Utilization of Paraeducators**

In order to use a paraeducator effectively, the teacher must first have a clear vision of his/her own role as a teacher. He/she needs to understand the hierarchy of the instructional tasks and then decide which ones best involve his/her time and which ones should be delegated to his/her assistant. The amount and quality of professional supervision given is crucial in deciding what duties paraeducators can and should perform. There is almost universal agreement that the diagnosis of educational needs and the planning of programs and procedures to meet these education needs. The role of the para is to provide support to the approved special education personnel in the educational program, management of students, and assistance with non-instructional tasks.

## SECTION FOUR BEHAVIOR MANAGEMENT

### PURPOSE

The overall purpose of behavior management is to aid students in displaying behaviors that support learning and appropriate socialization. The goal of positive behavior management should be to teach and encourage academic and social behaviors that are appropriate for the classroom situation. The most important thing to remember is that each day is a new day. Accept and care about each student unconditionally. Do not hold grudges, and do not take statements or situations personally. Our job is not to “catch” a student doing something wrong. It is to provide guidance to them so they will become successful students. These students are here for a reason.... and SO ARE WE.

Consider STOIC when determining how your actions can support student behavior.

### Structure the setting to match your expectations and your goals for the environment/activity

- Position students so they can focus and participate in the learning activities.
- Remove distracting items from the student’s area.
- Provide engaging activities that allow all students to provide answers frequently during the activity.
- Reduce down time by having the next learning activity ready as soon as the first activity is finished.

### Teach expected behavior.

- Make sure students know how much they can talk and move during the activity.
- Make sure students know how to ask for help
- Make sure students know what they need to do to participate in the activity.
- Remind students periodically about what effective behavior looks like.
- Clarify expectations by adding the word “By” to your directions. Example, “Please be ready for class by bringing your textbook, notebook, and a pencil.”
- Clarify expectations by thinking about how you can reword directions when they were not followed the first time. Consider the words and phrases and if the kids

### Observe and Monitor

- When directions are given, wait long enough to see if students are following directions.
- Circulate throughout the classroom in unpredictable patterns.

- Avoid staying too long in any one place
- Frequently scan all settings in the classroom by visually sweeping any place students are present.
- One-Second Rule: Develop observation habits where students expect that they could be observed within one second.
  - When working with groups and individual students, position yourself so you can see the rest of the classroom.
  - Monitor back rows and front corners.
  - Look up from small groups and see what students working at their seats are doing.

### Interact Positively

- Adult attention is very reinforcing for students. So much that some students will act inappropriately just to get adult attention. We must let students know we see positive behavior so that they see that as a way to get adult attention.
- You should interact with students three times more often during positive behavior than you correct inappropriate behavior.
- There are two types of positive interactions. Behavior Specific Praise and Neighborly Interactions
- Behavior Specific Praise is given when a student has done something specifically well. For example. when they work hard on an assignment, help a classmate, or follow a direction.
- Behavior Specific Praise should be quick, specific, accurate, and age-appropriate.
- Neighborly Interactions are the interactions we have just because they are human.
- Examples of neighborly interactions include, greeting students with their name when they enter the room, talking to students about their interests and activities, eye contact, and asking about their day.

### Correct Fluently

- Students are unlikely to change their behavior if we do not provide some type of correction. Because of this, we need to make sure we correct behavior in a way that will help students choose more appropriate behaviors in the future.
- Corrections should give calmly, immediately, quickly, and privately.
- Having a plan for how you will respond to common misbehaviors will allow you to respond

effectively and will allow you to be consistent. Your response should be the same no matter what time it is, what day it is, or what student you are correcting.

- Keep SEE in mind when responding: Sound of your voice, Eye Contact, and Expression on your face
- Stay Calm, slow down your rate of speech, give time for the student to respond, and give the student space – stand 1 ½ to 3 feet from the student
- Be aware of your body stance – do not stand face to face, eye to eye, in a confrontational stance. Stand at an angle off to the side of the student.
- When correcting, ask for the behavior you want to see, and avoid “Don’t” statements.

#### Types of corrective procedures

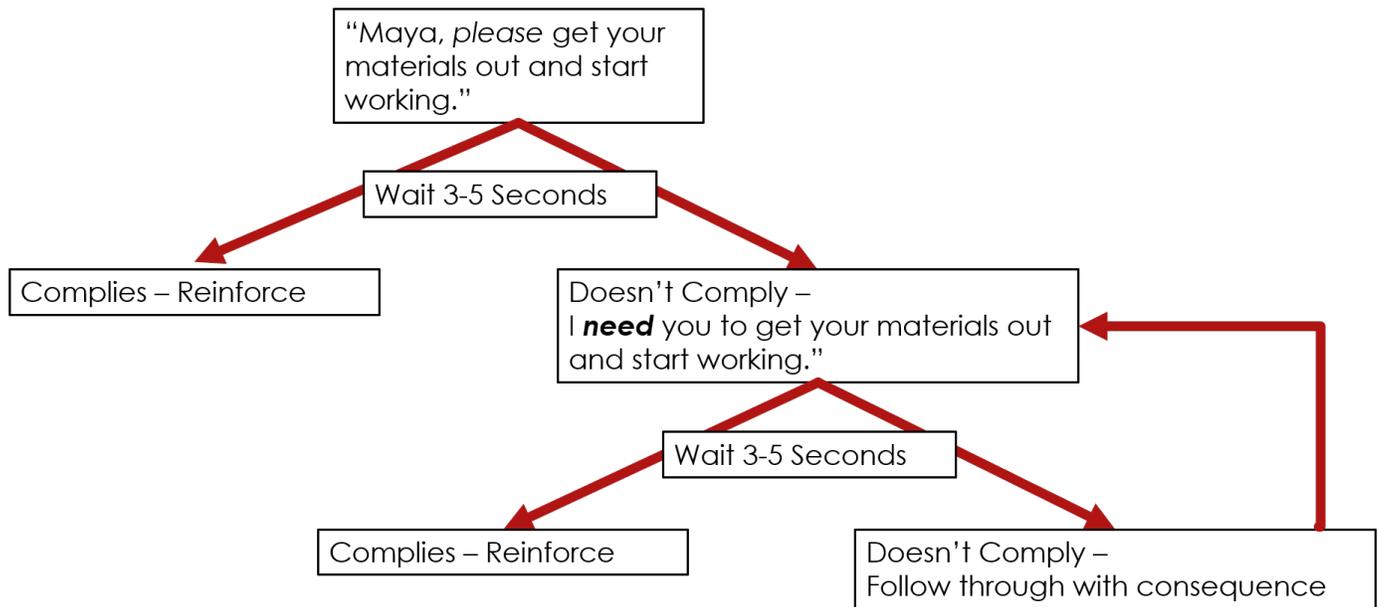
- Nonverbal correction - Give a respectful gesture or use body language to indicate that the behavior should stop.
  - Finger to lips (without the accompanying “Shhh”)
  - Hand signal to indicate “sit down”
  - Subtle head shake to indicate no
- Gentle verbal reprimand
  - Use short sentences: The expectation now is that you work quietly.
  - Give in close proximity.
  - State the expected behavior.
  - Create the illusion of privacy.
  - Think of it as a hit-and-run reprimand. Give it, then move away from the student.
- Proximity correction
  - Move near students who exhibit misbehavior.
  - Continue to walk the room.
  - Make no eye contact with students who engage in mild misbehavior.
- Humor
  - Do not use sarcasm or ridicule.
  - Talk to the target student after class to ensure that he knows you weren’t trying to embarrass him.
  - Don’t attempt humor if you aren’t naturally funny.
- Discussion
  - Talk with the student at a neutral time—after class or during independent work time.
  - Discussion right after the misbehavior gives the student too much attention and power.
  - Make sure the conversation is respectful.

- Time owed
  - This consequence is useful for frequent misbehavior.
  - Time owed can equal time the student wasted during class.
  - Have student lose the time from an activity she values—e.g., recess or lunch.
  - Time assigned should be short; the consequence works best in 30-second increments for elementary and 15-second increments for secondary.
  - Time owed assignments can accumulate.
  - Do not have students pay the time for more than 1 minute during passing periods.
- Restitution
  - Students repair damages they caused.
  - The time or effort involved in the consequence should increase if the student repeats the misbehavior.
  - If a student must clean up a mess, use only soap and water (no chemicals).
- Positive practice
  - This is a good on-the-spot correction and is effective for simple misbehavior such as running.
  - Say, “Go back and show me the right way to . . .”
  - The correction should match the misbehavior.

#### Precision Request Sequence

1. Make a quiet Precision Request that uses the student’s name and the word Please – for example, “Maya, please get your materials out and start working.” Make the request in a non-question format. Get up close to the student (within 3 feet), use the student’s first name, and make eye contact.
2. Wait three to five seconds after making the request, and do not interact further with the student during this time.
3. If the student starts to comply, verbally reinforce him or her.
4. If the student does not comply within the three to five seconds, make the request a second time with the signal word “Need”. For example, “Now I need you to get your materials out and start working.”
5. If the student starts to comply, verbally reinforce him or her.
6. If the student still does not comply within three to five seconds, follow through with a preplanned consequence.
7. After delivering the consequence, again repeat the request using the signal word “Need”. If

the student complies, reinforce him or her. If not, deliver the next preplanned consequence from the hierarchy.



## **VARIABLES THAT AFFECT COMPLIANCE**

Compliance can be increased simply by the way a request is made. Below are several examples and non-examples of effective techniques for increasing compliance.

Distance - Get close to a student when given a command.

Effective: Three feet (one desk distance)

Ineffective: Across the classroom; from behind your desk

Voice Tone - Make your request in a soft, but firm voice, with eye contact. Yelling a request to get a student's attention is not effective.

Non-emotional vs. Emotional - Be calm, not emotional. Yelling, threatening gestures, ugly faces, guilt-inducing statements, rough handling, negative comments about the student or his/her family only reduce compliance.

Descriptive Requests - Describe the behavior you want. Requests that are positive and descriptive are better than general requests.

Effective: Please sit in your chair with your feet on the floor, hands on your desk, facing the front of the room.

Ineffective: Pay attention.

Question Format - Direct requests increase compliance. Questions reduce compliance.

Effective: Please start your work.

I need you to stop teasing.

Ineffective: Isn't it time to do your work?

Wouldn't you like to do your work now? Would you please stop teasing?

Make more "Start" requests than "Stop" requests - It is better to make more positive requests for a child to start an appropriate behavior and to make fewer negative requests for a child to stop misbehavior.

Effective: Please start your math assignment. Ineffective: Please stop arguing with me.

Time - When giving a command or request, give the student 5 seconds before repeating the request. During this short interval, do not converse with the child (arguing, excuse making). Simply look the child in the eyes and wait for a response. Then, restate the request.

Limit to Two Requests - Don't nag. Issue a request only twice following the Precision Request Sequence. Then follow through with the preplanned consequence. The more times you request the less likely you are to gain compliance.

Verbal Praise - It is easy to request a behavior from a child and then ignore the positive result. If you do not acknowledge that the student complied, then overall compliance will decrease.

## **DEALING WITH PROBLEMATIC BEHAVIOR**

1. Find what a student does well and build on it.
2. Build rapport.
3. Accent the positive.
4. Be consistent.

5. Keep calm; maintain your poise. Tension can agitate poor behavior.
6. Lower your voice.
7. Slow your rate of speech.
8. Give the person space—stand at arm length from person acting out.
9. Allow verbal venting to a point.
10. Ignore irrelevant comments and redirect back to problem at hand.
11. Remind the student of the consequences of the behavior.
12. Provide choices within limits.
13. Have a good sense of humor.
14. Use restraint as absolutely the last resort.
15. When the student is calm, use the incident to teach alternative behaviors.
16. Use unique ways to quiet a room. For example, turn off the lights, talk softly, play soft music, etc.
17. Admit your mistakes.
18. If possible, correct the student away from other students. Take away the audience

#### **AVOID THE FOLLOWING**

1. Taking the pupil's misbehavior personally.
2. Forcing an issue with a difficult student in front of a group.
3. Making a threat that you cannot or will not carry out.
4. Using sarcasm.
5. Labeling a child as "bad."
6. Ridiculing behavior.
7. Forcing a student to admit an error.
8. Demanding a confession.
9. Asking a student why he/she acts out.
  10. Comparing a student's behavior with another student's.
  11. Taking away excessive points or privileges.
  12. Using these words "If...then..." as a threat. "Never." "Always."
  13. Pleading with a student.
  14. Making unsubstantiated accusations.
  15. Drawing unrelated persons into a conflict.
  16. Saying "I'm the boss."
  17. Insisting on the last word.
  18. Making generalizations about a student.
  19. Mocking a student.
  20. Holding a grudge.
  21. Staying in a situation if you are feeling very frustrated or angry.

**NOTES:**



# West Central Kansas

## Special Education Cooperative #708

Sponsoring District: USD 489 Hays    Member Districts: USD 388 Ellis, USD 395 LaCrosse, USD 432 Victoria  
323 West 12<sup>th</sup> Hays, KS 67601    Phone:(785) 623-2400    Fax:(785) 623-2412    www.usd489.com

### PARAPROFESSIONAL RESPONSIBILITY AGREEMENT

Date: \_\_\_\_\_

I understand the responsibilities and duties of a special education paraprofessional in the West Central Kansas Special Education Cooperative including:

- Confidentiality
- Phone, Picture, and Social Media Policy
- Instructional and Behavioral Support
- Professional Dress, Timeliness, and Relationships

I agree to work within the parameters of the WCKSEC Paraprofessional Handbook.

Respectfully,

Signature: \_\_\_\_\_

Print: \_\_\_\_\_









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### NOTICE OF RESIGNATION

Date: \_\_\_\_\_

To the Director of Special Education,

I, \_\_\_\_\_ (Print Name), do hereby submit my resignation as  
a special education paraeducator at \_\_\_\_\_ (School Name)  
effective \_\_\_\_\_ (Last Day of Work).

Respectfully,

Signature: \_\_\_\_\_

Current Street Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_