

Eisenhower Cooperative



Procedures for Determining the Need for 1:1 Paraprofessional Support

All forms and documentation must be completed in their entirety by the school educational team and submitted to program supervisor/director of special education for consideration of any requests for a 1:1 paraprofessional support.

Each PACKET must include the following information:

- Copy of current IEP
- Student Background Information
- Survey of Current School Functioning
- Intensive Needs Checklist
- 1:1 Paraprofessional Intensity/Support Rubric
- Student Support Plan
- Other related information such as discipline reports, FBA, Behavior Intervention Plan, medical protocols, evaluations, etc.

This packet must be completed for any immediate or future requests for 1:1 paraprofessional support and should be completed by school educational team **PRIOR** to a discussion re: 1:1 paraprofessional support in an IEP meeting. This information is for planning purposes only.

IDEA requires all students with disabilities to be educated in the least restrictive environment and that the removal of students with disabilities occurs **ONLY** when the nature or severity of the disability is such that the education in the general education classroom, with the use of supplementary aids, aides, and services, cannot be achieved satisfactorily.

LRE Requires that an individualized assistant is to be considered **ONLY** when the IEP team determines that the student cannot adequately be supported within the classroom by:

- General Education Teacher
- Special Education TEACHER (Direct or Consult)
- Special Education Classroom Assistant

Purpose of Process for Determining 1:1 Paraprofessional Need:

The purpose of this process is to: a) determine the amount of student need and required student support across the school day and settings, b) help to facilitate communication among all stakeholders regarding the student support plan and activities, c) create a plan that can be used on a daily basis, d) assist with the supervision and evaluation of staff who are implementing the student's plan. It is important to remember the following: First, we identify student need and develop a plan for student. Then, we determine the resources needed to support the student plan.



STUDENT BACKGROUND INFORMATION

Date for Request: _____

Check one:

- New request (Midyear or for the following school year)*
- Request for continuation for a 1:1 paraprofessional*

Name of Student: _____

Current Grade: _____

School/Program: _____

Current Classroom Teacher: _____

Case Manager: _____

Last IEP Date: _____

Last Eligibility Date: _____



INTENSIVE NEEDS CHECKLIST

1. Is there a safety concern for self or others? Yes No
(check all that apply)
- The student demonstrates self-injurious behavior.
 - The student demonstrates injurious behavior toward staff and/or other students
 - The student has made suicidal threats or has had previous suicidal attempts.
 - Student leaves area without permission.
 - Other (please describe) _____
2. Is the student medically fragile? Yes No
Describe the specific needs of the student.

3. Does the student require continual prompts? Yes No
(check all that apply)
- During teacher-directed instruction
 - During independent work
 - During transitions (passing periods, between activities, arrival/departure)
4. Does the student require assistance with basic functional skills? Yes No
(check all that apply)
- Toileting
 - Mobility
 - Feeding
 - Dressing
 - Following safety rules
 - Other (please describe) _____
5. Is the student receptive to peer support? Yes No

6. Is the student currently receiving specialized small group or individualized instruction in academic areas? Yes No

Describe the specialized instruction.

7. Has an administrator observed the student? Yes No
8. Has a specialist observed the student? Yes No
(related service provider, behavior consultant, etc.)

Who observed the student? _____

9. Have other interventions or methods to address concern(s) been implemented prior to considering additional assistance? Yes No
(check all that apply)

- Peer tutoring or cooperative learning practices
- Using existing special education staff to increase the inclusion in general education
- Providing training to existing staff to make accommodations
- Assigning a paraprofessional for a brief time to a student in making a transition
- Using Assistive Technology
- Using team teaching with paraprofessionals alternating among classrooms
- Environmental changes (classroom set-up or schedule changes)
- Utilizing volunteers
- Reassigning existing paraprofessionals to help the student
- Other (please describe) _____

NOTES: