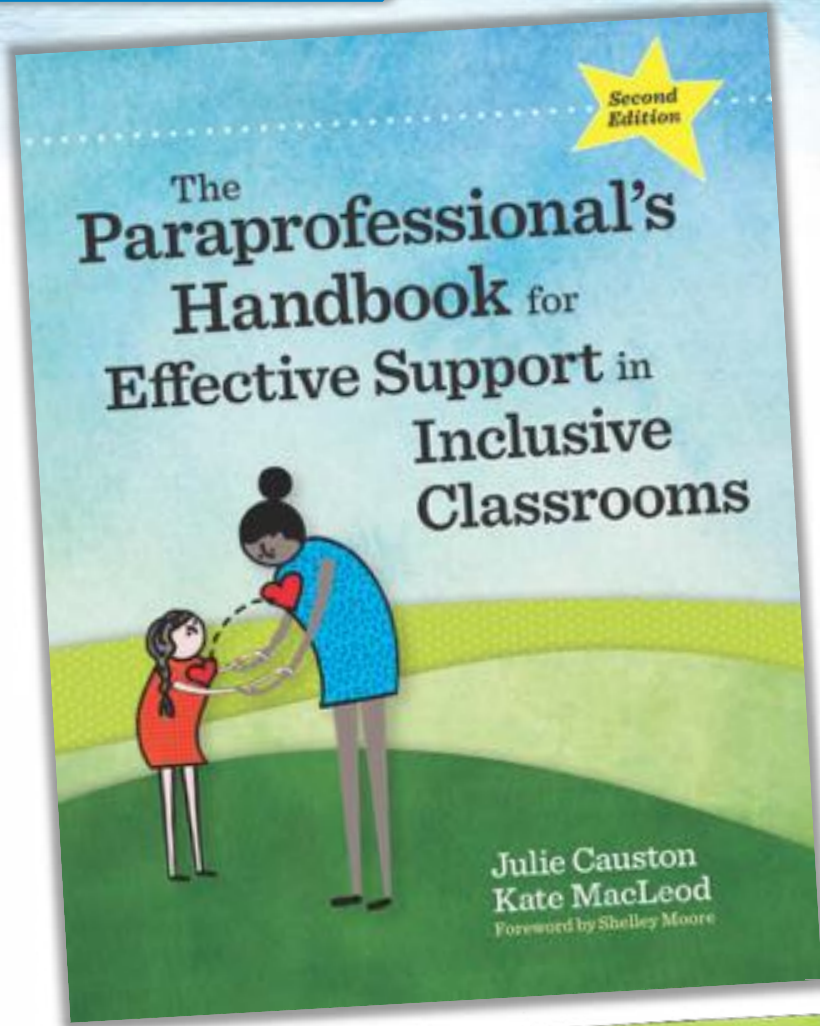


AVAILABLE
DECEMBER 2020



NEW EDITION

of **bestselling guidebook** for
paraprofessionals

DISCOVER WHAT'S NEW ►

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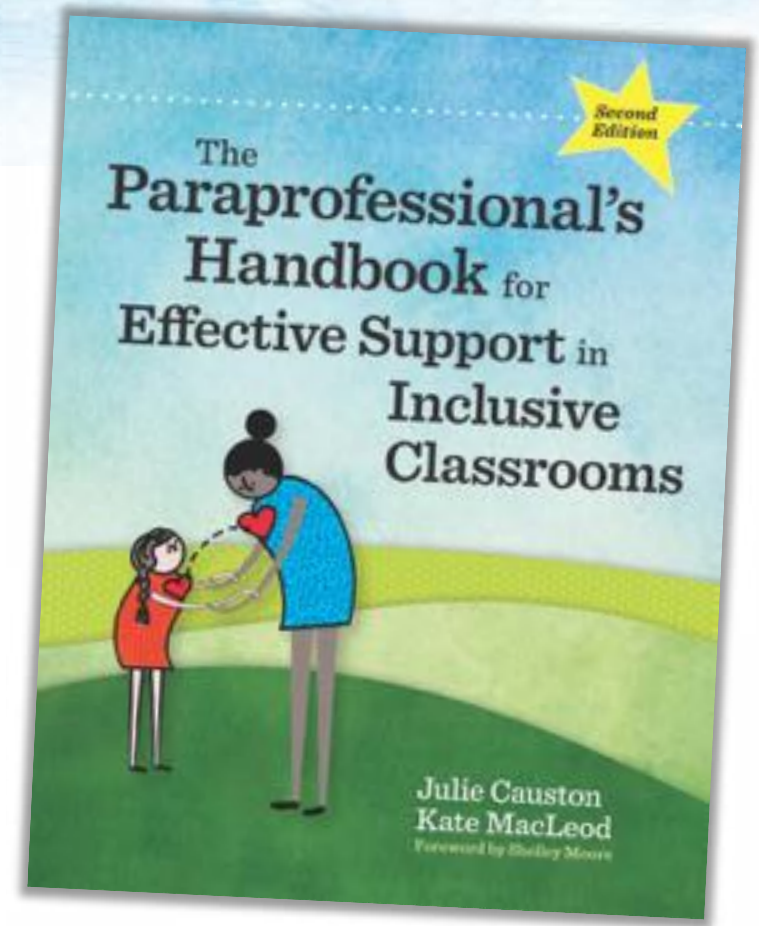
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About the Second Edition

About the Book

What does a great paraprofessional need to know and do? You'll find **real-world answers** from two experts in the second edition of this bestselling guidebook. Passionate inclusion advocates Julie Causton and Kate MacLeod bring you a supremely practical guide to surviving and thriving as an integral part of your school's inclusive team.

You'll get **immediately applicable strategies** for mastering every facet of your complex role: collaborating with other team members, selecting accommodations and modifications, facilitating peer connections, fading your support, and much more.

About the Book

And you'll find a **treasure trove of tools**—including activities, learning checks, reproducible templates, FAQs, and short to-do lists—to help you reflect on your practice and strengthen your daily work.

An essential hands-on guide for new and seasoned paraprofessionals—and a must-have for the educators and other professionals who support them—**this empowering book takes the guesswork out of this critical classroom role** so you can help students with disabilities reach their full potential.

About the Authors

Julie Causton, Ph.D.



Julie Causton is founder and chief executive officer of Inclusive Schooling. She is a former professor in the Inclusive and Special Education Program in the Department of Teaching and Leadership at Syracuse University. She has spent the past 20 years studying and creating best practices for inclusive education, with a specific focus on supporting students whose behavior challenges the educational system.

[Read Dr. Causton's full bio](#)



Kate MacLeod, Ph.D.

Kate MacLeod is an assistant professor of special education at the University of Maine at Farmington and founder and consultant at Inclusive Schooling. Her teaching, research, writing, and consulting are guided by a passion for inclusive education and social justice.

[Read Dr. MacLeod's full bio](#)



Interior Features

About the Features

The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms, Second Edition includes a variety of features designed to help readers feel engaged, supported, and empowered to implement the ideas and strategies discussed throughout.

Examples include:



Reflection



To-Do-Lists



Legal Information



Activities



Definitions



Strategies



Quick Quiz Learning Tests



FAQs

Reflection



REFLECTIONS

Think back to when you were in school. Where were students with disabilities educated? Where did students with more significant support needs go? What about students with behavioral challenges? Did you have academic groups based on ability? Were you in the low or high groups? What was that like for you? You might have attended a school in which students with disabilities were educated down the hall, in a separate wing, or in a separate school altogether. You might have attended a school in which you sat beside other students with disabilities. Or, you might have had a situation where some students were included in typical classrooms and others were in special education rooms. Your own schooling experience might shape your personal thoughts about inclusive education.

In each chapter, there are opportunities for the reader to self-reflect.

Activities




Collaborating With Others 51

Audiologists typically work with students who have hearing impairments, providing amplification systems and sign language interpreters for students who are deaf.

ACTIVITY: Service Providers Web Diagram

.....

Create a specific team web for every student you support. Create a visual (web diagram) with the student in the middle and each of the student's related service providers and contact information. This will help you keep track of all of the individual team members that work with each individual student.



ACTIVITIES

Activities are included throughout the book to help readers apply their learning in unique contexts.

Quick Quiz Learning Tests



- Use of a computer for writing
- Highlighted directions

Modifications

Modifications are changes in *what* a student is expected to learn. These changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in classroom and other school learning experiences. Modifications include changes in instructional level, content, and performance criteria.

The following list contains examples of modifications that can be provided in general education classrooms. IEP teams determine accommodations and modifications that meet the unique and individual needs of their students.

Modification Samples

- An outline in place of an essay for a major project
- Choices of Picture Communication Symbols on tests
- Alternative books or materials on the same theme or topic
- Spelling support from word prediction software
- Word bank of choices for answers to test questions
- Use of a calculator on a math test
- Video supplements in place of text
- Questions reworded using simpler language
- Projects substituted for written reports



QUICK QUIZ

Now that you are clear on the differences between accommodations and modifications, how would you describe the difference to someone else? Let's say you're discussing your job as a paraprofessional with someone in an elevator or over dinner and this person asked you, "What is the difference between accommodations and modifications?" How might you respond?



Quick quizzes are included to engage readers and help them retain information.

To-Do Tasks



chapter focuses on how to rethink students in terms of their strengths, gifts, and talents so that they can reach their full academic potential.

To Do

After reading this chapter...

- Complete the activities and reflections in the chapter.
- Ask the appropriate team members any questions you have so that you are certain of everyone's roles and responsibilities.
- Reread your own job description and be sure you are clear on all that it requires of you.
- Discuss co-supporting with your teachers.
- Create a team web for each of the students you work with and all their related service providers.
- Make sure you have asked the 10 important questions for each student you support.





Each chapter concludes with a to-do list that clearly outline next steps.

Definitions



50 Caution and MacLeod



The Bonner Foundation has suggested eight steps for conflict resolution. *Conflict* is defined as “a mental or physical disagreement in which people’s values or needs are in opposition to each or they think that they are opposed” (Bonner Foundation, 2008). The Bonner Foundation’s suggestions for handling conflicts are listed here:

1. Identify positions (ask, “What are they saying?”) of each side of the people involved in conflict. Write down your perspective and the other person’s perspective.
2. Learn more about true needs and desires behind each side. Write down your beliefs about the other person’s needs and desires. Write down your own needs and desires.
3. Ask clarifying questions for more information. Ask the other person, “Why do you feel the way you do?” “What do you feel you need in this situation?” Reframe the problem into a question.
4. Brainstorm possible solutions. Without judging the merit of the ideas, write down as many ideas as you can.
5. Discuss how each solution would affect each side and figure out possible compromises. Talk through each of the potential solutions. Discuss which solutions would work and would not work from your perspective

Key terms are defined throughout the book to aid reader comprehension.



Commonly Asked Questions About Collaboration

- Q.** I am not sure what I am supposed to be doing in art class. I have never had a conversation with the art teacher, so mostly I just sit and support two students. What should I do?
- A.** Set up a time to meet with the art teacher. Ask questions such as, "How can I be most useful to the students in this class?" "When you are giving directions, how can I best support you?" "When the students are working on a project, what would you like me to do, and what would you like me not to do?" These kinds of conversations are crucial in any classroom in which you will be providing support.
- Q.** I have read about common support arrangements, but we do not use any of them; instead, I just sit and support or walk around and support. How can I suggest that we use these strategies?
- A.** Show your teacher the arrangements. Begin a conversation asking whether the arrangements might be useful to your team.
- Q.** What if I feel uncomfortable with a role I have been assigned?
- A.** Communicate your concerns to your teaching team. The role might not have to be changed; it could be shared. If you feel you are being asked to do something outside the scope of your job, talk to the teaching team first and then to your principal or director of special education.

Each chapter contains answers to commonly asked questions about the corresponding topic.

Legal Information



How the Law Defines *Paraprofessional*

The job title *paraprofessional* is described in Section 14B of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 (PL 108-446; IDEA 2004):

Paraprofessionals . . . who are appropriately trained and supervised, in accordance with State law, regulations, or written policy . . . are to be used to assist in the provision of special education and related services . . . to children with disabilities. (20 U.S.C. § 1412)

In other words, paraprofessionals are hired to support special education services for children with disabilities. You should be trained and supervised by experienced general and special educators; your training should begin before you start to work in the schools, and it should continue throughout your career. Many school systems use this book as part of your training.

The No Child Left Behind (NCLB) Act of 2001 (PL 107-110) defines *paraprofessional* as someone who

is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction, educational programs, special education, or migrant education (20 U.S.C. § 119).

According to NCLB, all paraprofessionals should have:

- A. completed at least 2 years of study at an institution of higher education;
- B. obtained an associate (or higher) degree; and



Legal information is included to further the reader's understanding of the topics addressed.

Strategies



Digital Tools for Meeting Time

If you simply cannot use any of these strategies to elicit more face-to-face times, some teams have come up with alternatives to meeting face to face.

- *Google Docs.* The team has a Google document that everyone checks each day. This way the team information is kept confidential and everyone gets the information they need.
- *Communication notebook.* Establish a notebook that all members of the team read and respond to each day. Team members can write questions in the notebook and obtain responses. Notebooks also can be used to discuss schedules or student-specific information.
- *E-mail.* E-mail can be substituted for the communication notebook; team members can contact each other with questions, comments, or schedule changes.
- *Proofread.* As notes are written that go home to the students' parents, have the teaching team proofread each of the notes. This way, not only are the notes proofread, but everyone receives all of the necessary information.
- *Lesson plan sharing.* Keep lesson plans electronically and share with all members of the team. Use the notes to communicate about upcoming content. Ask the person who writes the plans to delineate each team



Throughout the book, readers are provided with strategies, tools, and resources to help support their work.



New Content

About the Content

In the new edition, you'll find the following:

- ★ New chapter on Respectful Support for Developing Student Independence
- ★ More on key topics such as collaboration, presuming competence, and supporting social and academic success for students with diverse abilities
- ★ New and updated research, practices, digital tools, resources, examples, quiz questions, and reflection activities throughout the book
- ★ Package of online materials, including printable activities, forms, and worksheets

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Chapter 7	Providing Social Supports
Chapter 8	Providing Behavior Supports
Chapter 9	Respectful Support for Developing Student Independence
Chapter 10	Supporting Yourself



Online Materials

About the Materials

Readers can access, download, and print the following from the Brookes Download Hub:

- ★ Printable activities, forms, and worksheets, including:
 - ★ Key Terms Cheat Sheet
 - ★ Activities Guide
 - ★ Reflections Guide
 - ★ And more!

[Visit the Brookes Download Hub](#) ►



Facilitator's Guide



**COMING
SOON**

About the *Facilitator's Guide*

Planning and conducting **professional development training sessions** can be a complicated, time-consuming process. That's why authors Julie Causton and Kate MacLeod created a *Facilitator's Guide* as a helpful companion to this book.

User-friendly and comprehensive, this guide is your one-stop resource for effectively planning and delivering **six 1-hour live or virtual training sessions** on *The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms, Second Edition*.

[GET UPDATES](#)

About the *Facilitator's Guide*

Designed to work with **groups of all sizes**, each training session outlined in the guide aligns with one or more chapters from the book and will deepen paraprofessionals' understanding of key topics in inclusive education.

You'll use the guide to **lead meaningful discussions with staff**, **communicate immediately useful information** on scheduling and preparation, and **enhance on-the-job knowledge and skills** of the paraprofessionals you work with and/or supervise.

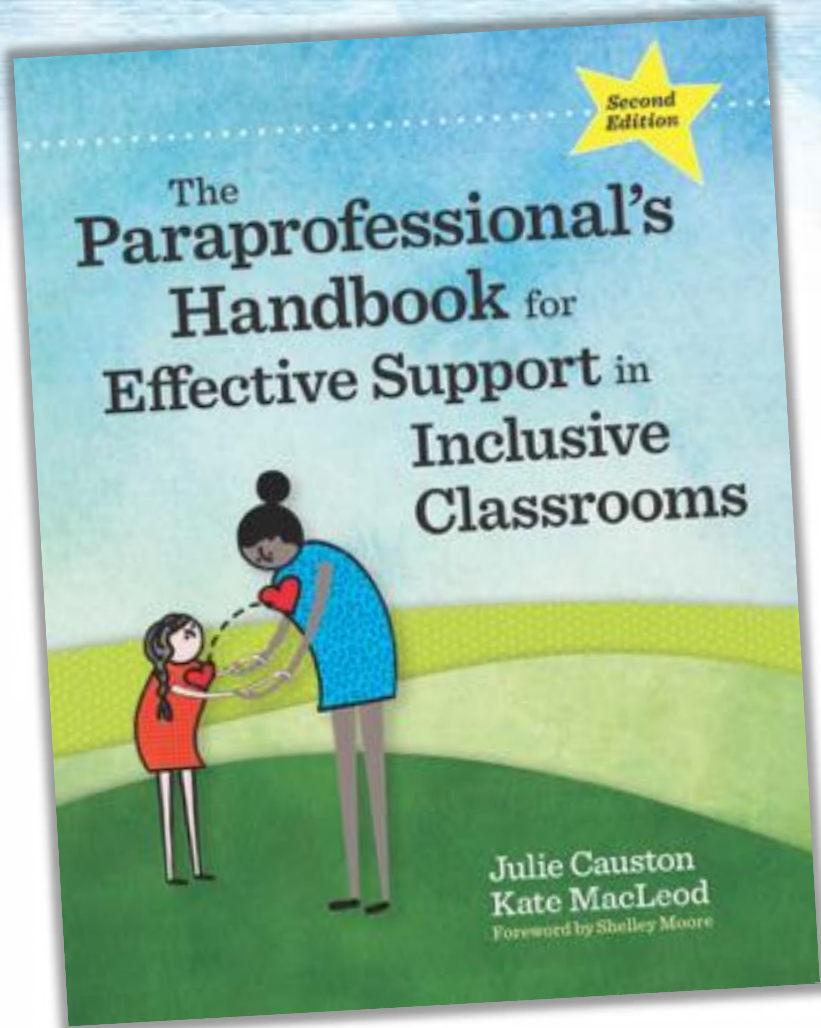
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Components

The digital Facilitator's Guide includes everything you need to conduct sessions:

- ★ A manual, complete with checklists, key terms to know, talking points, activities, discussions, and frequently asked questions
- ★ Presentation slides for each session
- ★ Video clips from the authors introducing each session
- ★ Email templates to communicate with attendees
- ★ An editable certificate of completion

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