



Summary of Roles, Responsibilities, and Supports

What do paraprofessionals say they do?	How do they say they do it?	What do they say helps them do it better?
Provide tutorials	Work 1:1 with students, implement instructional strategies, computer assisted learning, RtI interventions	Initial training, reflective coaching from supervisor(s)
Provide small group instruction	Provide direct instruction, implement community-based instruction, QAR, note-taking strategies, hands-on experiences, RtI interventions	Initial training, reflective coaching from supervisor(s)
Teach social skills	Work 1:1, teach with social stories, implement programs such as Character Counts and as recommended on IEPs	Development of staff and student norms, implement rules of engagement, opportunities for role-playing
Supervise peer tutors	Demonstrate, supervise, and redirect peer tutors	Enhance use of peer tutors by moving to the use of cooperative group structures
Manage student behaviors	Redirect students, teach students to self-regulate via taking breaks when needed, implement programs as dictated by IEPs	Increase staff ownership, mutual respect, consistency in the use of behavior supports (reinforcement and natural consequences)
Be aware of lesson plans	Talk with teacher informally prior to class; implement lesson plan components under direction of teacher	Arrange more structured planning time within the work week for all staff involved, schedule specific staff development for collaborative teaming
Collect data	Collect work samples, anecdotal data, behavioral data, progress checks, and conduct fluency timings for an individual or groups of students (e.g., DIBELS)	Initial training, reflective coaching from supervisor(s), attend professional development focusing on curriculum based assessment
Prepare adapted materials	On their own personal time	Time built into their work day, access to resource materials, attend professional development workshops on adapting content, process, and products.

Source: Liston, A. G., Nevin, A., & Malian, I. (2009). What do paraeducators in inclusive classrooms say about their work? Analysis of national survey data and follow-up interviews in California. TEACHING Exceptional Children Plus, 5(5), Article 1. Retrieved from <http://escholarship.bc.edu/education/tecplus/vol5/iss5/art1> !