



School Based Adult Support Determinations

Jenks
Public Schools®

Introductions

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Agenda

- Para Roles at Jenks
- History and Purpose of Para Support/Rubric
- Domains of the Para Rubric
- Scoring
- When to use the Para Rubric
- How & Where to Document Para Support
- Reducing Para Support Over Time

Role of the Paraprofessional at Jenks

- Paraprofessionals provide instructional, behavioral, medical and other support to students in and outside of the classroom.
- Paraprofessionals work one-on-one with students, while others support small groups or whole classes.
- The activities a paraprofessional assists with may include monitoring behavior, helping with academic accommodations and modifications, and facilitating social interaction. The goal of the paraprofessional's work is to enable the student to become independent.

When to use a Para Rubric

- When considering a para for a student
 - School or parent
- Update annually
- Staffing for next school year
 - District

History and Purpose of Para Rubric

- Committee was formed in 2019 to determine how to provide equity for quantitative data for reporting purposes to HR, Cabinet, etc.
 - Group of Site SPED Coordinators were on the committee
- How could IEP teams determine individualized areas and levels of necessary para support for students?
 - What areas should the committee consider?
 - How does the Teacher of Record (TOR) document the needs of students in various lab settings (i.e., lab, essentials, concepts).
 - Where should the TOR document the para support?
 - How does the District ensure that the para support is communicated with the next receiving site?

5 domains

- Health and Personal Care
- Behavior
- Instruction
- Inclusion/Independence/Social Functioning
- Prompting

Health and Personal Care

| Score | Description |
|-------|--|
| 0 | <ul style="list-style-type: none">● General good health● No specialized health care, or procedure, or medications taken● Independently maintains all "age appropriate" personal care |
| 1 | <ul style="list-style-type: none">● Mild or occasional health concerns● Allergies or other chronic health conditions● No specialized health care service● May need medication● May need reminders to complete "age appropriate" personal care activities |
| 2 | <ul style="list-style-type: none">● Chronic health issues and, as needed, specialized physical health care service (Epi-pen, inhaler, etc.)● Health care intervention for 10-15 minutes daily (diet, medication)● Reminders and prompts or limited hands on assistance for hand- washing, toileting, dressing, other ADLs● Occasional toileting needs |

Health and Personal Care

| Score | Description |
|-------|---|
| 3 | <ul style="list-style-type: none">● Daily specialized physical health care service(s) and medication which take 30 minutes or less a day (blood sugar, insulin, G-tube, catheterization)● Limited mobility● Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair)● Special food prep/feeding● Frequent physical prompts and assistance for personal care● Requires training, direct help, and frequent |
| 4 | <ul style="list-style-type: none">● Specialized health care service(s) and medication which take more than 30 minutes a day (G tube, tracheotomy, catheterization, insulin)● Positioning or bracing multiple times daily● Direct assistance with most personal care● Two person lift● Direct 1:1 assistance 45 or more minutes daily |

Behavior

| Score | Description |
|-------|---|
| 0 | <ul style="list-style-type: none">● Follows classroom and school rules● Respects others and property● Solves problems effectively and accepts consequences |
| 1 | <ul style="list-style-type: none">● May exhibit mild or occasional behavioral problems● May require additional encouragement and prompts to follow classroom and school rules, respect others, and property, as well as solve problems effectively and accept consequences |
| 2 | <ul style="list-style-type: none">● Difficulty following rules, directions and behaving appropriately● Specific visually defined rules, a positive behavior reinforcement system, and behavior intervention plan (BIP)● Behavior goals and objectives on the IEP |

Behavior

| Score | Description |
|-------|---|
| 3 | <ul style="list-style-type: none">● Not meeting goals and/or objectives● Verbal and/or physical aggression and harm towards self or others (may destroy property)● Sensory needs require direct supervision outside the classroom for an extended period of time● BIP in place and regularly implemented● Ongoing data collected on target behaviors● Direct monitoring to implement BIP |
| 4 | <ul style="list-style-type: none">● Serious behavior problems despite implementation of BIP● Verbal and/or physical aggression towards self or others (or destroys property consistently)● Has injured self or others● Requires direct supervision for safety● CPI trained staff required to work with student |

Instruction

| Score | Description |
|-------|---|
| 0 | <ul style="list-style-type: none">• Participates fully in whole class instruction• Participates in large and small group academic activities• Follows academic directions and completes assignments with minimal or no assistance |
| 1 | <ul style="list-style-type: none">• Participates in groups at instructional level, but may require supplemental strategies, accommodations, or additional support services• Requires reminders to stay on task, follow directions, and to remain engaged in learning |
| 2 | <ul style="list-style-type: none">• Participates in whole class and small groups at instructional level, but requires academic assistance/ reinforcement• On task approximately 50% of the time |

Instruction

| Score | Description |
|-------|---|
| 3 | <ul style="list-style-type: none">● Not meeting goals and/or objectives despite maximum level of support● Close adult proximity● Minimal work production and/or participation |
| 4 | <ul style="list-style-type: none">● Cannot participate in large or small group classroom instruction● Constant verbal and physical prompting to stay on task and follow directions● Regularly requires specific 1:1 instructional strategies in the classroom or regularly removed from the classroom setting to receive 1:1 instruction● Low to no work production and/or participation |

Inclusion/Independent/Social Functioning

| Score | Description |
|-------|---|
| 0 | <ul style="list-style-type: none">• Fully participates independently and integrated in all educational activities including extracurricular and non-academic activities• Can find classroom and move about campus independently• Knows schedule and routines• Independently transitions between classes• Seeks out friends and socializes well with peers |
| 1 | <ul style="list-style-type: none">• May require supplemental strategies or accommodations to be mainstreamed May require redirection to participate in extracurricular and non-academic classroom and school activities• Can find classroom and move about campus independently• May require visual or verbal reminders to follow schedule and complete transitions• Does not always seek out friends but engages if invited• Socializes well with peers, but may require social cueing |

Inclusion/Independent/Social Functioning

| Score | Description |
|-------|--|
| 2 | <ul style="list-style-type: none">• Additional support services and accommodations to participate in extracurricular and non-academic activities• Redirection or monitoring• Specific strategies to transition between activities, such as a visual schedule, frontloading, and/or transitional objects• Monitoring and additional social cueing to interact with peers appropriately |
| 3 | <ul style="list-style-type: none">• Not meeting goals and/or objectives• Does not participate without staff in close proximity• Little to no success with curricular and environmental adaptations, accommodations, and/or modifications• Supervision to participate in non-academic classroom and school activities• Direct supervision going to and from class• Specific strategies for transitioning and following school routines• Socialization requires adult facilitation and supervision |

Inclusion/Independent/Social Functioning

| Score | Description |
|-------|---|
| 4 | <ul style="list-style-type: none">• Requires constant direct supervision and frequent physical prompts to participate in school activities, going to and from class, socialization and transitioning• Serious difficulties and safety concerns despite additional supports, accommodations, and/or modifications |

Prompting

| Score | Description |
|-------|---|
| 0 | <ul style="list-style-type: none"><li data-bbox="1000 398 1161 430">• None |
| 1 | <ul style="list-style-type: none"><li data-bbox="1000 515 1669 547">• Visual cues and/or verbal reminders |
| 2 | <ul style="list-style-type: none"><li data-bbox="1000 632 1222 663">• Modeling |
| 3 | <ul style="list-style-type: none"><li data-bbox="1000 749 1325 780">• Partial Physical |
| 4 | <ul style="list-style-type: none"><li data-bbox="1000 865 1711 897">• Full Physical and/or Combination of All |

Scoring the Para Rubric

- Document the score for each domain
- Total the score for the 5 domains
- Divide by 5
- Student's Para Need Score = Total Score / 5 domains

[Para Rubric Example](#)

How & Where to Document Para Needs on IEP

- [Para Common Language](#)
- Objective Statement
 - Continuum, Environment, Frequency
- Accommodations
 - Populates to IEP At A Glance
- Supplementary Aids/Services
 - Continuum, Environment, Frequency

Reducing Para Support Over Time

Example goal for putting away backpack in cubby in the morning:

- *Student's current prompt level is partial physical
Goal: Given fading prompts, __ will increase independence with managing their school supplies when they arrive at school each day by putting their backpack in their cubby upon entering the classroom in 3 out of 5 opportunities with no more than 1 visual/gestural cue.

Example goal for transitions:

- *Student's current prompt level is direct verbal cues
Goal: Given fading prompts, __ will increase independence with transitions by transitioning from one class to the next with no more than 1 indirect verbal cue per transition.

Example goal for restrooms:

- *Student's current prompt level for indirect verbal cues
- Goal: Given fading prompts, __ will increase independence by transitioning to the restroom, restrooming, and returning to the classroom without adult support 100% of the time (depending on the student this percentage can be changed).



Questions and Answers

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