



Special Education Paraprofessional Handbook



"Linked Together For Progress"

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Zumbroed.org

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Special Education Paraprofessional Handbook

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Special Education Basics

Paraprofessional- importance and expectations

As a paraprofessional working with students with disabilities you play an important and challenging role within the school system. The role of paraprofessionals in educational environments has changed dramatically over the past several years. The increased use of American Schools Act (IASA) and the Individuals with educational paraprofessionals is due to federal legislation such as Chapter 1 of the Improving Disabilities Education Act (P.L. 101-457) of 1990 commonly referred to as IDEA. The legislation emphasized the inclusion of students with disabilities into the regular classroom and community environments and increased the need for and use of paraprofessionals.

Along with the increased need for paraprofessionals came the need for training and professional development. In 1998, Minnesota established core competencies that paraprofessionals hired to work in schools must acquire or demonstrate within the first 45 days of being hired. These core competencies, which form the basis of this handbook, are designed to provide paraprofessionals with the basic skills and knowledge required to carry out this very important job.

In addition to the core competencies, each school has its own policies and procedures such as evaluation practices, emergency procedures, employment policies and staff conduct guidelines. It is important to be familiar with the policies and procedures of the district in order to perform the job in an orderly, appropriate, and efficient manner. This handbook is intended to be a guide, but cannot be replaced by getting to know your school, students and staff. ZED assists in providing ongoing training and support to paraprofessionals of the member school districts. The training is provided through a variety of in-services. Please consult your supervising teacher, special education coordinator/director, principal, or zumbroed.org for more resources.

Guiding Principles for Minnesota Paraprofessionals

- Paraprofessionals are respected and supported as integral team members responsible for assisting in the delivery of instruction and other student related activities.
- The entire instructional team participates within clearly defined roles in a dynamic changing environment to provide an appropriate educational program for students.
- To ensure quality education and safety for students, paraprofessionals are provided with a district orientation and training prior to assuming those responsibilities.
- Teachers and others responsible for the work of paraprofessionals have the skills necessary to work effectively with paraprofessionals.
- By recognizing paraprofessionals' training, responsibilities, experience, and skill levels, they are placed in positions for which they are qualified, which effectively and efficiently use their skills to enhance the continuity and quality of services for students.
- Administrators exercise leadership by recognizing paraprofessionals as educational partners.

As a ZED paraprofessional, you are expected to:

- maintain confidentiality about all personal information and educational records concerning children and their families.
- respect the legal and human rights of children and their families.
- follow district or agency policies for protecting the health, safety and well-being of children.
- follow directions of teachers and other supervisors.
- maintain a record of regular attendance, arrive and depart at specified contract times and notify appropriate personnel when you must be absent.
- demonstrate honesty, loyalty, dependability, integrity, and a willingness to learn.
- demonstrate respect for cultural diversity and individuality of all students.
- follow the chain of command for various administrative procedures.
- demonstrate a willingness to participate in opportunities for continuing education

Paraprofessionals have a difficult but rewarding, position within education. They influence positive changes in academic achievement and behavior. Their interest in students and assistance to teachers is invaluable.

Due Process

Due process is a term used for the rules and procedures special education staff need to follow when working with children with disabilities. These rules and procedures come from federal laws, state laws and case law. They include the process for assessing students initially for special education and reassessing students every 3 years who continue to have needs for specialized services. They also include when progress notes are written, the specific services students qualify for and the primary category they qualify under.

The purpose of due process rules and procedures is to provide the specialized services the student needs to make progress in special education and in the general curriculum. Student and parent rights are protected under due process and these rights are clearly documented in the [Procedural Safeguards Notice](#) given to parents a minimum of one time per year. Please see the attachment below for details.

[NoticeofProceduralSafeguard.pdf](#)

Individualization

Each student who qualifies for special education services has an Individual Education Program (IEP) written specifically for them yearly. This program is developed through a team process and is designed to meet the needs of the child with disabilities. The intent of the Individualized Education Program is to ensure that each child with a disability is able to take part in an educational program that will assist and support the child to learn, live, work, play and make friends in the community. An essential part of this program must be to assist the child in participating in the same settings as are used by other children of the same age.

The IEP summarizes a child's present level of academic achievement and functional performance in nine areas of functioning which includes:

- Specific goals with a beginning and anticipated ending measure
- Service Providers listed who will provide service to the student
- The amount of time each service provider needs to instruct the student
- When and how often progress will be reported to parents
- Changes that need to be made to teach the student, provide support to the student, and test the student
- Any specific needs the student has for equipment, transportation or behavior support

Please consult your supervising teacher if you have questions about the students you support and their plan.

Confidentiality

As part of the job, a paraprofessional will have access to personal information about children and their families. Both the child and the family have an absolute right to expect that all information will be kept confidential, and made available only to personnel in the school or another agency who require it to ensure that the rights, health, safety, and physical well-being of a child are preserved.

Confidentiality must be maintained according to the federal laws, state regulations, and district policies. Only people who are responsible for the design, preparation, and delivery of education and related services will have access to records. Other teachers, school staff, well-meaning friends, neighbors or acquaintances should not have access to information about a student's performance level, behavior, program goals, objectives, or progress.

Information that a student and his/her family have the right to expect staff to respect the privacy about includes information such as but not limited to:

- the results of formal and informal assessments
- social and behavioral actions
- performance levels and progress
- program goals and objectives
- financial and other personal or family information

You should share concerns regarding the well-being and safety of a student with administration, the child's teacher or staff member who is designated to play a role in the protection and welfare of the student--and no one else.

Confidentiality is one of the most critical and important aspects of your job as a paraprofessional. It's your legal responsibility to observe both the rights of individuals with disabilities and of parents in regard to data privacy. Follow these guidelines where issues of confidentiality are concerned.

- Never refer to other students by name in another staffing or conference or with other parents.
- Don't share specific information about an individual's program or unique needs in the lounge or out in the community.
- Take questions you have about the organization's policies on confidentiality to the supervisor or administrator.
- Access individual records for the sole purpose of being more effective in your work with the individual.
- Go through the proper channels to access confidential information. Make sure you're authorized to do so.
- If you question policies and procedures used with an individual, discuss this privately with your supervisor. There is often confidential information that directs specific programming of which you may not be aware.
- Speak and write responsibly when passing on information. Be aware of who might hear you or read what you have written. Be especially careful when using email concerning students and staff.

Role clarification: The teacher and paraprofessional

The roles of the teacher and the paraprofessional should complement each other. Teachers and paraprofessionals are partners in education, working together to provide the best educational experience possible for each child. The special education paraprofessional's role is to assist the teacher and allow more effective use of the teacher's abilities and professional knowledge. The teacher must function in a leadership role. It is the teacher's responsibility to assure that the students are moving toward achievement of individualized goals and objectives and to follow due process procedures.

Paraprofessionals serve under the direction and supervision of the teacher to assist in carrying out the individualized education program. In order for paraprofessionals to provide direct instruction to the student, teachers must plan and prescribe the learning environment and instruction for the student. Teachers are responsible for training paraprofessionals in the specifics of the instruction, evaluate student progress and monitor the effectiveness of the paraprofessional's implementation of the strategies, drill and practice.

Defining roles of the teacher and the paraprofessional is an important element of a successful program. Identification of teacher and paraprofessional roles insures adherence to ethical and legal requirements and serves as a guide in supervision and evaluation. Actual delivery of instruction to the student is done by the teacher and drill and practice may be carried out by the paraprofessional under supervision of the teacher.

The Role of the Teacher

- Assess the student's entry level performance
- Plan instruction for individual students
- Implement the goals and objectives of the individualized education program
- Supervise and coordinate work of paraprofessional and other support staff
- Evaluate and report student progress
- Involve parents in their child's education
- Coordinate and manage information provided by other professionals
- Set an example of professionalism in execution of teacher responsibilities
- Establish good communication practices with students and staff
- Provide consistent feedback to assist the paraprofessional in refining skills
- Communicate the needs of each student to the paraprofessional
- Ongoing communication regarding behavior management
- Assign the paraprofessional responsibilities which facilitate the teacher's ability to provide more direct student instruction
- Assist the paraprofessional in defining his/her position

The Role of the Paraprofessional

- Reinforce learning in small groups or with individuals while the teacher works with other students
- Provide assistance with individualized programmed materials
- Assist individual students in performing activities initiated by the teacher
- Assist the teacher in observing, recording, and charting behavior
- Assist the teacher with crisis problems and behavior management
- Be an additional set of "ears and eyes" to keep students safe
- Supervise children in the hallway, lunchroom, and playground
- Assist in monitoring supplementary work and independent study
- Score objective tests and papers and maintain appropriate records for teachers.
- Perform clerical tasks, word processing and copying
- Assist in preparation of instructional materials
- Drill and practice on skills taught by the teacher
- Work with the teacher to develop classroom schedules
- Carry out tutoring activities designed by the teacher
- Assist students with computerized instruction
- Assist with field trips
- Read aloud or listen to children read
- Hand out papers and collect work
- Supervise free play activities
- Prepare flash cards and charts

Paraprofessional Responsibilities for Program Paraprofessionals & One-to-One Paraprofessionals

Program Paraprofessionals:

- Behavior intervention – redirection, generalization of skills taught in special education
- Academic support – specific needs addressed in the IEP (i.e., writing support, assist in modification / accommodation of assignments, reading long passages, generalization of skills taught in special/general education, etc.)
- Offer ideas for modifications and accommodations to the general education teacher
- Data collection
- Communication with Special Education Case Manager on student performance during the school day
- Re-teach lessons to special education students (small group) after lessons have been taught to the whole class
- Implement lessons designed by Case Manager to meet objectives in IEP
- Communicate information to Case Manager to be communicated to parent
- Increase independence of students in the classroom (teach students to not be dependent on others)

One-to-One Paraprofessional Responsibilities:

- This person has been hired for specific responsibilities for the child he/she is designated to work for
- Primary responsibility is to work with the student the paraprofessional was hired for; changes to that will be made by the IEP team/Case Manager
- Encourage student to do own work

Additional Specific Information for One-to-One

Student:

Paraprofessional:

- Complete as needed for student

Assisting with data

Teachers are required to keep specific data on each goal on the student's IEP. Each teacher has ways of keeping track of the data and you can assist with collecting accurate data. Much of the information needed by the team to determine whether or not children are gaining new skills is acquired by careful observation and good record keeping. In addition, observation will keep the team posted on whether or not the individuals are learning and using the functional skills necessary to let them achieve the objectives and long-term goals that are outlined in the IEP.

Teachers may ask you to assist with checklists, written behavior records, noting specific comments students have made, and noting students likes and dislikes, recording how often or how long a concerning behavior occurs, and social connections in the general education classroom. Your supervising teacher will give clear directions when assisting with data collection.

Accommodations and Adaptations

Children with disabilities assigned to a regular classroom should have every opportunity to participate in all activities that are appropriate. A goal of adaptation is to provide all students with the opportunity to participate to the maximum extent possible in the typical activities of the classroom. Ensuring that children with disabilities are active learners, in contrast to passive observers or parallel learners (with a whole different educational experience), is a primary concern.

To insure continuity, it works well for students to receive group instruction in the regular classroom whenever possible rather than experiencing the disruption of leaving the classroom for another location. The special education teacher needs to consider what students can do independently, what they can do with adapted or modified curriculum, what they could do with peer assistance, and what they can do with paraprofessional assistance inside the regular classroom setting. At times, due to a student's distractibility, functional academic skills, social skills, and/or frustration level, students may need to have special services delivered outside of the regular classroom.

A paraprofessional may be assigned to modify or adapt curriculum inside the regular classroom to assure success for children with disabilities and is one way of providing a least restrictive environment. This must be directed by a licensed teacher.

Types of adaptations:

1. **Size**-Adapt the number of items that the learner is expected to learn or complete.
2. **Time**-Adapt the time allotted and allowed for learning, task completion, or testing.
3. **Level of Support**-Increase the amount of personal assistance with a specific learner (e.g., assign peer buddies, paraprofessionals, peer tutors, or cross-age tutors).
4. **Input**-Adapt the way instruction is delivered to the learner (e.g., Use different visual aids, plan more concrete examples, provide hand-on activities, place students in cooperative groups).
5. **Difficulty**-Adapt the skill level, problem type, or the rules on how the learner may approach the work (e.g., Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs).
6. **Output**-Adapt how the student can respond to instruction (e.g., Instead of answering questions in writing, allow a verbal response, use a communication book, allow students to show knowledge with hands on materials).
7. **Participation**-Adapt the extent to which a learner is actively involved in the task (e.g., In geography, have a student hold the globe, while others point out locations).
8. **Alternate Goals**-Adapt the goals or outcome expectations while using the same material (e.g., In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well).
9. **Substitute Curriculum**-Provide different instruction and materials to meet a student's individual goals (e.g., During a language test one student is learning computer skills in the computer lab).

Promoting Student Independence

Students with disabilities are included in the general education setting and special education setting based on the team's decision. When you are assisting students in the general education classroom, keep in mind that the student is there to learn to the fullest extent possible. Learning includes being as independent as possible when finding materials, doing assigned tasks, and managing their relationships while in class. The student's case manager will give you a good idea of the amount of assistance the student needs in the classroom. Try to give the student assistance keeping in mind that they may be sensitive to your help in front of other students. Students may need assistance with new tasks, while the goal is for students to need less assistance with routine tasks once they are learned. A good rule of thumb is not to do something for a student that they can do for themselves, and to make it a goal to increase independence incrementally.

Behavior management

The key to successfully managing the classroom or a small group of students is prevention of problem behaviors. Discuss your role in supporting students with your supervising teacher to collaborate on keeping the classroom running smoothly to provide students with the optimum learning environment.

Problem Behavior Prevention:

- **Daily schedule**—supporting a consistent schedule helps to decrease the likelihood of problem behaviors. Unexpected changes may cause anxiety.
- **Classroom rules**—support of rules and procedures helps keep expectations consistent for students.
- **Respect for students**—like and respect students as individuals. Even when students misbehave, effective classroom managers make it clear that students are valued.
- **Appropriate expectations**—assist students only as needed. All students can learn and achieve.
- **Model good behavior**- be positive and respectful to students and professional at all times. Students notice your behavior.
- **Be observant**- be aware of students' positive actions and let them know you notice their behavior. Position yourself in the room so you can readily monitor the events occurring in the classroom. Be sure to report behavior changes to your supervising teacher.
- **Preparation**-know your schedule and be prompt. Help your students arrive to class and begin work as assigned.
- **Assist in developing peer relationships**-in special education, general education, the hallway and playground.
- **Reinforce a positive self concept in the student**- be positive and think the best of them and their intentions, notice when they are kind, hurt, etc. Encourage them to problem solve and be friendly to other students.
- **Watch for things that promote or interfere with student learning**
- **Allow for adequate response time**-students with disabilities often need additional time for responding to questions. If not given enough response time it may cause anxiety of angry feelings.

When problem behavior occurs:

- **Redirection**- to the assigned task
- **Assistance with academic tasks**- to support the completion of the academic task
- **Proximity to the student**- sit or stand close to the student
- **Focus time** – give the student individual time with you to process concerns
- **Use a signal or cue to redirect students**
- **Talk to the student in private when possible**
- **Get assistance from the teacher or other school staff**
- **Keep good notes of what happened**- to report to the teacher

Primary Special Education Categories

Autism Spectrum Disorders (ASD)

"Autism is a lifelong developmental disability with onset usually in the first three years of life. It is a behaviorally defined syndrome characterized by an uneven developmental profile and disturbances in interaction, communication, and perceptual organization. Autism occurs on a continuum from mild to severe. It occurs by itself or in association with other disorders such as mental retardation or fragile x syndrome. It may include the diagnosis of pervasive developmental disorder (PDD). Because of the complexity of this disability, professionals with experience and expertise in the area of autism need to be on the team determining the disability and educational program.

Developmental Adapted Physical Education (DAPE)

"Developmental adapted physical education: special education" means specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupils age three through 21 may include the development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

Early Childhood: Special Education (ECSE) or Developmental Delay (DD)

Early childhood special education must be available to students from birth to seven years of age who have a substantial delay or disorder in development or have an identifiable sensory, physical, mental, or social/emotional condition or impairment known to hinder normal development and need special education.

Emotional/Behavior Disorder (E/BD)

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- An inability to learn which cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school Problems. The term can include students who have been diagnosed with schizophrenia or bipolar disorder.

Hearing Impaired (HI)

A person with a hearing impairment is someone who has an inadequate sense of hearing to be successful in learning situations. Often having a hearing impairment affects the student's speech development, language development, and/or communication skills. A hearing impairment does not affect the person's physical, emotional or intellectual development.

Persons classified as hearing impaired fall into two groups: deaf and hard-of-hearing. It is an important feature to know when the student developed the hearing loss. If the student has been deaf or hard-of-hearing since birth, his/her language and speech development will be quite different from someone who suffers a hearing loss sometime later in life.

Deaf refers to a hearing impairment so severe that the student cannot process language through hearing with or without amplification. Students who are deaf must rely on their other senses to attain information.

Hard-of-hearing means a hearing impairment, either permanent or fluctuating, that adversely affects educational performance, but is not of the same severity as deaf. Students who are hard of hearing cannot hear the spoken word clearly; however, with hearing aids or other supplementary assistance, they can use their remaining hearing to some extent to take in information. Even with hearing aids, the problem is not totally corrected. There are distortions with the use of hearing aids and often the person cannot filter out the background noise to focus in on the desired information.

Learning Disabled (LD) or Specific Learning Disability (SLD)

A specific learning disability is a disorder within the individual affecting learning, relative to potential. A specific learning disability interferes with one's ability to acquire, organize, and/or express information relevant to school functioning so that the individual does not make adequate progress when given only the normal developmental opportunities and instruction provided in a regular school environment.

It is demonstrated by a significant discrepancy between actual performance and achievement in one or more of the following areas: oral expression, listening comprehension, mathematical reasoning. A learning disability is most obvious in an academic setting, but it can also affect one's self-esteem, vocational readiness, life adjustment skills, and ability to self-advocate. A specific learning disability may occur, but is not primarily the result of other handicapping conditions, environmental, cultural, economic influences, or a history of an inconsistent education program.

Developmental Cognitive Disability: Mild /Moderate or Severe Profound (DCD:MM/DCD:SP)

Developmental cognitive disability refers to individuals who have an intellectual ability below 70 (MM) or below 55 (SP) along with adaptive impairments. These impairments affect educational ability and performance. Students with developmental cognitive disability have below-average general intellectual functioning abilities which are evident on achievement and standardized intelligence tests.

Other Health Disabilities (OHD)

"Other health disability" means a broad range of medically diagnosed chronic or acute health conditions that adversely affect academic functioning and result in the need for special education instruction and related services. The decision that a specific health condition qualifies as other health disability will be determined by the impact of the condition on academic functioning rather than by the diagnostic label given the condition.

Physically Impaired (PI)

A disorder where severe physical impairment adversely affects the student's educational performance. The term includes impairments caused by congenital anomaly (for example cerebral palsy, amputations, and fractures or burns).

Speech/Language Impaired (SL)

Speech/Language impairments may include a fluency disorder, voice disorder, and an articulation or language disorder; communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment which adversely affects and individual's education performance. Students are classified as speech-impaired if their speech patterns are different from normally accepted speech patterns. These speech disorders are very common among people who are hearing impaired, have cerebral palsy, have brain abnormalities, or have a cleft palate.

Traumatic Brain Injury (TBI)

"Traumatic brain injury" means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that may adversely affect a child's educational performance and result in the need for special education and related services. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as: cognition, speech/language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, and information processing. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Visually Impaired (VI)

A person with a visual handicap has an impairment that means, even with correction, the student's educational performance is affected. People with visual handicaps fall into one of two categories, either partially sighted or blind. People with visual handicaps have a best corrected visual acuity of 20/70 or less in their better eye. People who are legally blind have a corrected vision in the better eye of 20/200 or less or a field of vision that is restricted to 5 degrees or less at 20 feet.

Students who are blind: These students have such a severe vision problem that they need to depend on their other senses to a great extent, primarily hearing and touch, to take in information. There are state guidelines that classify blind from partially sighted persons. The age

that the student became legally blind will determine the special needs he/she may have. Someone who has been blind since birth does not have the experience of sight from their past to help in understanding that a person has who became blind later in life.

Students who are partially sighted: These students are also classified by defined state guidelines. Generally these students have very limited vision even with lenses or surgery. Persons with partial sight do have a limited ability to see print. Some of the specific areas they may have problems with are: Field of vision (seeing only a small part of the total picture), color blindness (not being able to distinguish colors), and visual acuity (not seeing things sharply or clearly).

Teaming and Collaboration

Working together as a team is critical for meeting the needs of students. The goal of the teacher-paraprofessional team is to provide an instructional program to meet the goals for each student in such a manner that students' success is maximized. The teacher is responsible for assessing, designing, developing, and evaluating the instructional program. The paraprofessional provides resources and skills to assist and support the instructional program. Thus, the strength of education programming lies not in the individual but in the team.

Effective communication is both a formal process of regularly scheduled meetings and informal process of spontaneous and flexible discussions relative to daily instruction. When teachers and paraprofessionals keep their discussions focused on their students' instructional program and their students' interests, their communication is more likely to support the educational environment they are both engaged in creating.

Working as a team requires that each member of the team understand and appreciate the strengths each individual brings to the working relationship. Communication serves as the foundation for teaming. It involves the exchange of information between parties, and should help both parties assist the child in learning. Effective communicators reach out beyond themselves to the people with whom they are working. Good communication is "other-focused," not "self-focused". Much of the failure to communicate can be blamed on failure to understand and respect people's feelings, and unwillingness to cooperate, or a needless show of authority.

MN Paraprofessional Competencies List

1. Philosophical, Historical, and Legal Foundations of Education
2. Characteristics of Students
3. Assessment, Diagnosis, and Evaluation
4. Instructional Content and Practice
5. Supporting the Teaching and Learning Environment
6. Managing Student Behavior and Social Interaction Skills
7. Communication and Collaborative Partnerships
8. Professionalism and Ethical Practices
9. Academic Instructional Skills in Math, Reading, and Writing

Resource websites

- ✓ Academic and behavior strategies
 - www.interventioncentral.org
- ✓ Glossary of instructional strategies- 988 strategies
 - <http://glossary.plasmalink.com/glossary.html>
- ✓ Minnesota Department of Education
 - www.education.state.mn.us
- ✓ Minnesota Paraprofessional Consortium
 - <http://ici.umn.edu/para/>
- ✓ Zumbro Education District
 - www.zumbroed.org

Commonly Used Acronyms and Initials

AA Achievement Age
ABE Adult Basic Education
ACB American Council of the Blind
ACLD Association for Children with Learning Disabilities
ADA American Diabetes Association
ADA Americans with Disabilities Act (P.L. 101-336, 1990)
ADD Attention Deficit Disorder
ADHD Attention Deficit/Hyperactivity Disorder
AE Age Equivalent
AFDC Aid to Families with Dependent Children
American Psychiatric Association
APA American Psychological Association;
ASA Autism Society of America
ASL American Sign Language
BD Behavior Disorders
BIP Behavior Intervention Plan
CA Chronological Age
CCBD Council for Children with Behavior Disorders
CD Chemical Dependency; Conduct Disorder
CEC Council for Exceptional Children
CED Council for Education of the Deaf
CEU Continuing Education Units
CHADD Children with Attention Deficit Disorder (Minneapolis)
CHIP Children in Need of Protective Services
CP Cerebral Palsy

CPR Cardio-Pulmonary Resuscitation
CPS Child Protective Services
CST Child Study Team
CTIC Community Transition Interagency Committee
D/APE Developmental/Adapted Physical Education
D/B Deaf/Blind
DCD:MM Mild-Moderate Mentally Impaired
DCD:SP Severe Profound Impairment
DD Developmental Disabilities;Developmentally Delayed;
DHS Department of Human Services
DVR Division of Vocational Rehabilitation
E/BD Emotional/Behavior Disorder
ECFE Early Childhood Family Education
ECSE Early Childhood Special Education
EIC Early Intervention Committee
ELL English Language Learner
ERIC Educational Resources Information Center;
ESY Extended School Year
ETS Educational Testing Service
FAE Fetal Alcohol Effect
FAPE Free Appropriate Public Education
FAS Fetal Alcohol Syndrome
FCSS Family Community Support Services
FTE Full Time Equivalent
FY Fiscal Year
GATE Gifted and Talented Education
GE Grade Equivalent
GED General Education Diploma
HCBS Home and Community Based Services
HHS Department of Health and Human Services
HI Hearing Impaired (Persons)
HI Hearing Impaired or Hearing Impairment
IDEA Individuals with Disabilities Education Act (formerly P.L. 94-142)
IDEIA Individuals with Disabilities Education Improvement Act
IDT Interdisciplinary Team
IEE Independent Educational Evaluation
IEP Individualized Educational Program
ISD Independent School District
K-12 Kindergarten through Grade Twelve
LAC Local Advisory Council (Mental Health)
LCTS Local Collaborative Time Study
LD Learning Disabilities
LEP Limited English Proficiency
LRE Least Restrictive Environment

LSW Licensed Social Worker
M.R. Minnesota Rule
M.S. Minnesota Statutes
MA Medical Assistance;
MEA Minnesota Educational Association
MFIP Minnesota Family Investment Program (previously AFDC)
MMPI Minnesota Multiphasic Personality Inventory
NEA National Education Association
OCD Obsessive-Compulsive Disorder
ODD Oppositional Defiant Disorder
OHD Other Health Disability
OJT On-the-Job Training
OT Occupational Therapist; Occupational Therapy
PAC Parent Advisory Committee
PACER Parent Advocacy Coalition for Educational Rights (Minneapolis)
PARA Paraprofessional
PASS Plan for Achieving Self Support
PCRC PACER Computer Resource Center
PDR Physician's Desk Reference
PE Physical Education
PI Physically Impaired; Physical Impairment P.L. Public Law (Federal)
PT Physical Therapist or Physical Therapy
ROM Range of Motion
SACC School Age Child Care
SEAC Special Education Advisory Committee
SL Speech-Language (Impairment)
SLD Specific Learning Disability
SNF Skilled Nursing Facility
SW Social Worker; Sheltered Workshop
TBI Traumatic Brain Injury
TDD Telecommunications Device for the Deaf
TO, T-O Time Out; Time-Out
TT Test Telephone (same as TDD)
TTY Teletypewriter (connected to telephone; used same as TDD)
V/TTY Phone has Voice/Teletypewriter capability
VE Vocational Education
VI Visually Impaired
WIC Women, Infants, and Children (Nutrition, Education and Food Program)

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