

Special Education Paraprofessional Resources

The responsibilities of special education paraprofessionals vary and can include providing instructional support under the direct supervision of the teacher, modifying materials based on student needs, implementing behavior intervention plans, collecting data, providing personal care, and other duties as determined by the local education agency. No matter what the special education paraprofessional does, they are a valued member of the student success team.

What is a Paraprofessional?

The Elementary and Secondary Education Act (ESSA) defines a paraprofessional as “an individual 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.”

A person who works alongside a professional. The definition also clarifies the nature of the relationship between the paraprofessional and the professional. They are not merely working companionably side by side.

There is a very definite difference in their roles. The paraprofessional is to be supervised, and the teacher (the professional) is to be the supervisor.

The Paraprofessional Code of Ethics

A **code of ethics** is a guide of principles designed to help professionals conduct business honestly and with integrity. It is important to know and follow the PSC Code of Ethics for Educators.

[Ga Professional Standards Commission \(PSC\): Ethics](#)

[PSC Code of Ethics for Educators](#)





Confidentiality

Per Georgia Professional Standards Commission:

An educator shall comply with **state and federal laws** and **state school board policies** relating to the confidentiality of student and personnel records, standardized test material and other information.

Federal Law to Know...

- IDEA
 - The Individuals with Disabilities Education Act (IDEA) is a federal law that requires schools to serve the educational needs of eligible students with disabilities.

The **Individuals with Disabilities Education Act (IDEA)** ensures students with a **disability** are provided with Free Appropriate Public Education (FAPE) that is tailored to their **individual** needs. All student information, documentation, and educational records must be handled confidentially.

Best Practice: Only discuss students with staff that work with the student.
Do not discuss in public places, with other students, staff or parents.

When in doubt: Ask your Building Administration OR Certified/Supervising Teacher.
Remember... A paraprofessional works under the direct supervision of a certified teacher. The paraprofessional is required to work in close proximity to the teacher, who plans and communicates what the paraprofessional's instructional, or support activities are to be performed.



Areas of Eligibility
[Eligibility Categories \(gadoe.org\)](http://gadoe.org)

The 13 categories can be further divided into two areas:
high-incidence disabilities and **low-incidence disabilities**.

To dig a little deeper into the areas of eligibility,
 click the links to watch each video.

High-Incidence	Low-Incidence
Speech and Language Impairment (SI) Speech/Language Disorder	Visual Impairments (VI) Visual Impairment
Specific Learning Disability (SLD) SLD	Hearing Impairment (HI) Hearing Impairment/Deaf
Emotional Behavior Disorder (EBD) Emotional Behavior Disorder	Deaf Hearing Impairment/Deaf
Other Health Impairment (OHI) Other Health Impairments	Deaf-Blind
Autism Spectrum Disorder (ASD) Autism Spectrum Disorder	Orthopedic Impairment (OI) Orthopedic Impairment
Intellectual Disabilities (MID, MOID, SID, PID) Intellectual Disabilities	Traumatic Brain Injury (TBI) Traumatic Brain Impairment



Resources and Online Professional Learning Modules

For asynchronous special education paraprofessional modules, contact the following GLRS directors to schedule a training. To schedule a face to face or virtual training, contact your GLRS director. All GLRS training is free.

- [GaDOE Supportive Instruction and the Role of the Special Education Paraprofessional](#)
- [GLRS Contact Information](#)
- **East GLRS: Lisa Hill, Director, lhill@eastglrs.org**
- **East GLRS Paraprofessional Training.**
 - [Session 1 - Overview of Special Education and Inclusion PowerPoint](#)
 - [Session 2: The Role of the Paraprofessional PowerPoint](#)
 - [Session 3: Working in the General Education Classroom PowerPoint](#)
 - Sessions 1- 3 Handouts
 - [Characteristics and Instructional Strategies for Specific Disabilities](#)
 - [Confidentiality Scenarios](#)
 - [Inclusion vs Exclusion Activity](#)
 - [Suggested Questions About Your Job Responsibilities](#)
 - [What is Assistive Technology](#)
 - [Session 4: Strategies to Support Students in Reading and Writing PowerPoint](#)
 - Session 4 Handouts
 - [A New Way of Travel](#)
 - [Take a Deep Breath](#)
 - [Wing Dings Reading Activity](#)
 - [Session 5: Strategies to Support Students in Mathematics PowerPoint](#)
 - [Session 6: Behavior Strategies for General Education Classroom PowerPoint](#)
 - Sessions 5 & 6 Handouts
 - [ABC Observation Data Sheet](#)
 - [Chart for Paraprofessional Development Plan](#)
 - [Common Terms and Definitions](#)
 - [Minute Math](#)
 - [Positive Behavioral Strategies and Supports](#)
 - [Sequence Activity Multistep Problems](#)
 - [Ways to Positively Reinforce Students](#)



- **Metro South GLRS:** Chanda Harris, GLRS Director, charris@griffinresa.net
 - [Metro South Asynchronous Paraprofessional Training](#)
- **Middle Ga GLRS:** Dr. Damita James, GLRS Director, djames@mgresa.us
 - [Paraprofessional Training Hyperdoc / Para in the Classroom: A Survival Guide Book Study](#)
- **North GLRS:** Charity Roberts, GLRS Director, croberts@pioneerresa.org
 - Virtual modules that are **asynchronous**. Guidance and resources to support remote teaching and learning
 - [NGLRS Paraprofessional Training-HyperDoc.pdf \(gadoe.org\)](#)
 - Certificate of Completion when finished.
 - [Curated List of PL Modules for Special Education Paraprofessionals](#)
 - [Paraeducators: The Four Knows](#)
- **Northeast GLRS:** Jennifer Brendle, GLRS Director, Jennifer.brendle@negaresa.org
 - Virtual or Face to Face Paraprofessional Training

Other Resources and Tools

- [ABCs of Special Education](#)
- [Classroom Partners: How Paraprofessionals Can Support All Students to Meet New Standards](#)
- [Paraprofessionals: The "Sous-Chefs" of Literacy Instruction](#)
- [20 Ways to Build Special Education Collaborative Paraprofessional Teams](#)
- [Prompts and Pre Corrections](#)
- [GaDOE Positive Behavioral Interventions & Supports](#)
- [10 Behavior Management Strategies](#)
- [Yes I Can!](#)
- [The Golden Rule to Supporting Students with Disabilities](#)
- [Learning to Read the Signs. \(gadoe.org\)](#)



National Resources

- [Special Education Paraprofessional Handbook - Texas](#)
- <https://www.parentcenterhub.org/paras/>
- 10+ learning module units designed to improve the quality and consistency of training available to instructional paraprofessionals
These materials can be explored by paraprofessionals directly, but might best be used to deliver facilitated training to teams of paraprofessionals and teachers.
<https://www.opepp.org/opepp-professional-development-modules/>
- Guidance and resources to support remote teaching and learning
This toolkit has two main purposes: (1) to provide general guidance to educators for how paraprofessional services might be used in remote teaching and learning settings; and (2) to serve as a repository of resources for paraprofessionals and teachers in the facilitation of virtual instruction and support of students.
<https://www.opepp.org/remote-teaching-and-learning-toolkit/>
- [Paraprofessional Involvement in Self-Determination Instruction for Students with High-Incidence Disabilities](#)
- <https://exceptionalchildren.org/webinar/you-expect-me-do-what-clarifying-paraprofessional-roles-classroom>
- [A Paraprofessionals Guide to Understanding Specific Disabilities](#)
- [Utilizing Paraprofessionals During Distance Learning](#)
- Online Training Modules
 - ['People First' Language](#)
 - [Resolving Conflict](#)
- Work Tools
 - (PDF) [Person First Language](#)
 - (PDF) [Whose Responsibility](#)