

# ***GUIDELINES & RESOURCES***



## ***PARAEDUCATORS***

## **CONTENTS**

<b>DEFINITION OF A PARAEDUCATOR</b>	<b>4</b>
<b>ETHICS AND CONFIDENTIALITY</b>	<b>6</b>
<b>ROLES AND RESPONSIBILITIES</b>	<b>6</b>
PARAEDUCATOR RESPONSIBILITIES	6
CONSIDERATIONS FOR PARAEDUCATOR RELATIONSHIPS WITH SUPERVISING TEACHER AND SCHOOL	6
CONSIDERATIONS FOR PARAEDUCATOR RELATIONSHIPS WITH STUDENTS AND PARENTS	6
ADDITIONAL PARAEDUCATOR CONSIDERATIONS	7
<b>ASSESSMENT OF PARAEDUCATOR SUPPORT</b>	<b>7</b>
PARENT REQUEST	7
DETERMINATION OF PARAEDUCATOR SUPPORT	8
MONITORING AND FADING PARAEDUCATOR SUPPORT	9
PLAN DEVELOPMENT AND DOCUMENTATION	10
<b>TECHNIQUES TO PROMOTE STUDENT INDEPENDENCE</b>	<b>12</b>
<b>APPENDIX 1 SAMPLE MONITORING &amp; FADING PLANS</b>	<b>13</b>
<b>APPENDIX 2: TIPS FOR DOCUMENTATION IN IEP MEETING NOTES</b>	<b>24</b>
INCLUDING MONITORING AND FADING PLAN INFORMATION IN IEP TEAM MEETING NOTES	24
SUGGESTED IEP LANGUAGE WHEN ADDITIONAL PARAEDUCATOR SUPPORT IS NOT RECOMMENDED	24
<b>APPENDIX 3: DIRECTIONS FOR UTILIZING PARAEDUCATOR RESOURCES</b>	<b>26</b>
ONLINE RESOURCES	27

## DEFINITION OF A PARAEDUCATOR

The prefix “para” means “alongside.” Paraeducator refers to an individual who works alongside a licensed or certificated educator to assist in providing instructional and other services to students. These services might be class-wide or a paraeducator might be assigned to an individual child to support their needs in various school settings. Through their assistive role and daily interventions in supporting students, paraeducators have a valuable opportunity to make a lasting positive impact on students. The goal of this resource document is to assist IEP teams in:

- Determining whether a paraeducator is appropriate to meet a student’s needs.
- Developing and documenting appropriate levels of paraeducator support.
- Accessing available paraeducator tools and resources.
- Considering the benefits and risks of having a paraeducator assigned to a student.
- Creating a plan to fade or reduce the amount of time a paraeducator needs to offer support to a student.

Paraeducators have many professional titles:

- Educational Paraeducator (EA)
- Educational Paraprofessional
- Instructional Aide (IA)
- LAP Paraeducator
- Special Circumstances Aide
- Para-professional or Para
- Special Education Paraeducator
- Teacher Paraeducator (TA)
- Learning Specialist Support or Learning Coach
- Teacher Aide (TA), Additional Adult Paraeducator (AAA), or Aide
- Independence Facilitator
- Classroom Paraeducator

The job of a paraeducator requires an exceptional skill set. While individuals may possess traits that enhance their effectiveness as a paraeducator, it is necessary to provide training related to the specific role(s) of a paraeducator in order to facilitate consistent support of all students. This training should consist of specific instructional strategies, as well as opportunities for meaningful observations, modeling and feedback.

Webmodules are available on the SELPA's Online Learning Center

When an IEP Team is considering paraeducator support for a student, all aspects of the student’s IEP must be examined with the focus always being on maximizing student independence in order to avoid unintentionally fostering dependence on the paraeducator. The goal is to carefully examine the student’s total educational program in order to determine the need for additional assistance and to ensure the student maximizes independence.

Providing a paraeducator during a time when a student may successfully have functioned independently may have negative impacts on the student, such as impeding generalization of skills, or creating increased dependence on a paraeducator which can foster “learned helplessness.” Over-serving a student can be just as detrimental as under-serving. For example, paraeducators who maintain close physical proximity to a student (when support at this level is not merited) can be detrimental to the student because a student learns to rely on the adult support, and opportunities for beneficial teacher/student interactions are reduced. Taking into consideration that the ultimate goal for each student should be to reach the maximum independence level possible, decisions on initial support levels should be carefully determined based on student data and current needs.

A paraeducator assessment must be conducted and considered prior to an IEP team decision regarding the inclusion of paraeducator support in a student's IEP. This document provides guidance for districts/Local Education Agencies (LEAs) to consider when adopting their own policies. Each school is required to provide a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individuals with Disabilities Education Act (IDEA) and California laws and regulations describe a continuum of placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions (CFR 300.511 (b) (1)).

IDEA also acknowledges additional supports, including services provided by paraeducators, to enable children with disabilities to be educated with their non-disabled peers to the maximum extent appropriate. In some cases, a student may require additional support in order to receive educational benefit. Districts/Local Educational Agencies (LEAs) are required to provide a full continuum of supports and services to students with IEPs. As shown in the figure below, the continuum begins with the general education setting and becomes increasingly restrictive as the program deviates more from the general education program and access to general education peers (34 CFR §300.114). A change in educational placement requires careful consideration and thorough discussion by the IEP team.

## CONTINUUM OF ALTERNATIVE PLACEMENTS



## **ETHICS AND CONFIDENTIALITY**

The Federal Educational Rights and Privacy Act (FERPA) mandates that confidentiality of student information be maintained. This law mandates that school personnel are informed of and follow this ethical code of conduct. As is the case with all educators and school personnel, paraeducators are expected to respect the legal and human rights of children and their families, therefore maintaining confidentiality is essential to the role of a paraeducator. If a paraeducator is ever in doubt of sharing student information with someone requesting the information, it is recommended that they discuss the situation with the supervising teacher in order to determine if the individual has an educational interest in the information.

## **ROLES AND RESPONSIBILITIES**

The roles and responsibilities of a paraeducator can vary widely within each district/LEA due to the needs of the student population at each school site. The following non-exhaustive list details some examples of responsibilities that a paraeducator may be assigned under the direction of the supervising teacher.

### **PARAEDUCATOR RESPONSIBILITIES**

- Provide pre-teaching instruction.
- Assist during teacher-directed lessons.
- Monitor student during independent work or group activities.
- Prepare curriculum materials as directed by a certificated staff member.
- Monitor safety in a variety of settings such as the cafeteria, bus loading area, playground, hallway or auditorium.
- Implement and reinforce classroom programs.
- Implement behavioral management strategies.
- Collect behavioral data.
- Support students with personal care/health needs such as toileting/feeding.
- Support inclusion with non-disabled peers.
- Provide re-teaching to individuals or small groups of students after teacher-directed instruction.
- Monitor student progress in instruction programs and relate findings to supervising teacher.

### **CONSIDERATIONS FOR PARAEDUCATOR RELATIONSHIPS WITH SUPERVISING TEACHER AND SCHOOL**

- Recognize the supervising teacher as the team leader.
- Establish a regular routine for communication and planning with the supervising teacher.
- Assist the certificated teachers and not function as the primary instructor for a student.
- Know and understand school policies and procedures, including the district/LEA procedure for grievances.
- Discuss disagreements between paraeducator and a supervising teacher directly with the teacher, or appropriate personnel.
- Represent the school in a positive manner.

### **CONSIDERATIONS FOR PARAEDUCATOR RELATIONSHIPS WITH STUDENTS AND PARENTS**

- Respect the dignity, privacy, and individuality of all students, parents and staff members.
- Refrain from engaging in discriminatory practices based on a student's disability, race, sex, cultural background or religion.
- Keep confidentiality by being aware of where discussions of confidential matters take place. Public places, such as classrooms, staff lunch room, and playgrounds are not appropriate locations.
- Discuss confidential matters only with appropriate school personnel.
- Act as a positive adult role model for all students on campus.
- Communicate student information to supervising teacher who communicates to parents.

### **ADDITIONAL PARAEDUCATOR CONSIDERATIONS**

- Provide paraeducator with training and check for understanding for all assigned tasks and duties.
- Communicate any concerns that come to the attention of a paraeducator from parents, students or others to the supervising teacher.
- Ask for clarification from supervising teacher if at any time the paraeducator is unclear about the roles and responsibilities for which they are accountable.
- A paraeducator shall be hired at the discrimination of the district/LEA and follow the human resource policies of that district/LEA.
- A paraeducator should also follow all education code/laws:

Education Code section 45344(a) authorizes an instructional aide to perform duties that in the judgment of the teacher, may be performed by a person not licensed as a classroom teacher. Furthermore, an instructional aide need not perform such duties in the physical presence of the teacher. However, the teacher retains the ultimate responsibility for instruction and supervision of the student, and assigns grades.

## **ASSESSMENT OF PARAEDUCATOR SUPPORT**

As is the case with the provision of all special education and related services, determination of paraeducator support is made based on an individual student's identified area of need, which is determined through assessment and data collection. When new observational data is needed assessment may be initiated upon the receipt of a signed assessment plan which provides written consent for the district/LEA to proceed with the assessment process. An IEP team should complete comprehensive assessments, including classroom observation, in order to obtain data related to the need for paraeducator support. This data should inform the recommendation of paraeducator support service. A sample assessment plan and additional resources are located in the [Directions for Utilizing Paraeducator Resources](#) section of this document.

This resource section also provides a variety of tools to assist IEP teams when making determinations about paraeducator support including a paraeducator support rubric, checklist for environmental support and school day analysis.

It is suggested that observational data be obtained by a staff member who is trained to conduct classroom behavioral observations. Observational data will focus on the area(s) of student need (health/personal care, behavior, instruction and inclusion). When an area of need is observed, additional data gathered on the frequency, duration, intensity, and time of day the behavior occurs will help the IEP team tailor the paraeducator support to meet student needs.

If an IEP team determines, through assessment data, that paraeducator support is necessary for a student to receive a Free and Appropriate Public Education (FAPE), the team will consider the full continuum of service options to ensure that the student is educated within Least Restrictive Environment (LRE). Assessment data will inform the IEP team regarding potential considerations such as the time of day, activity or transition(s) during which additional adult support is required.

## **PARENT REQUEST**

If individual paraeducator support is requested by the parent (i.e. a one-on-one aide), it is important for the IEP team to document how the parent request has been addressed. Refusing to "adequately consider" the parent request may be considered a denial of FAPE. Meaningful discussion and consideration should be given to the request prior to making final recommendations to either assess for need or refuse the request.

Upon receipt of a parent request, the district/LEA should convene an IEP to consider the parent's request,

review student's progress on goals and review additional data. The district/LEA should carefully consider each academic area or time of day in which paraeducator support may be needed for the student.

The goal for all students is to encourage, promote and maximize independence. Therefore, natural and existing environmental supports should be used whenever possible prior to assigning additional paraeducator support.

If a district/LEA opts to assess for paraeducator support, parents must be provided with a Prior Written Notice (PWN), a copy of their procedural safeguards and an assessment plan (see appendix for example of an assessment plan). Assessment may begin once the district/LEA has received the signed assessment plan.

If the district/LEA opts to decline to assess for paraeducator support they must provide parents a PWN explaining and documenting the decision to refuse the request. Parents should also receive a copy of their procedural safeguards with Prior Written Notice, as well.

## **DETERMINATION OF PARAEDUCATOR SUPPORT**

After existing data has been reviewed and current observational/assessment data has been gathered the IEP team should identify student areas of need in the following categories (see the Paraeducator Support Rubric in the [Directions for Utilizing Paraeducator Resources](#) section of this document):



### **Health/Personal Care**

- Self-help and bathroom needs: If a student needs assistance with toileting or other self help skills, the team should note the times and duration for this activity. This should only be for brief periods during the day.
- Assistance during snack or lunch: If the student requires assistance with feeding, etc., note the type of assistance needed, the times and duration required. Encourage reliance on peer helpers (with supervision) or other natural supports as much as possible for getting out food, opening containers, etc.
- Specialized Physical Health Care: Some intensive health supports may necessitate the support of a paraeducator for an indefinite length of time.
- Assistance with medical needs: Some students need additional assistance for medical reasons. If so, the team should consider the doctor's orders and the time of day and duration expected. Some medically related supports might be necessary only for brief periods per day/week.
- A health plan should be attached to the IEP if this is an area of need.



### **Behavior**

- Through a Functional Behavior Assessment (FBA), it may be determined that a paraeducator is needed to provide behavior supports and/or collect behavioral data as part of a Behavior Intervention Plan (BIP).
- The BIP should be part of the IEP document.



### **Instruction**

- Curriculum adaptations: Adaptations of the curriculum (highlighting, copying, enlarging, adding icons, cutting and pasting, etc.) should be done under the direction of the teacher. Curriculum adaptations do not need to be done in the classroom or in the physical presence of the teacher. Adult volunteers and parents may perform some of these activities. In such cases, school site staff should consult LEA policies regarding FERPA and volunteer requirements prior to implementation.
- Instructional support: Sometimes classroom staff need assistance in supporting a student in staying on-task or providing follow-up instruction. This should be implemented per the behavior plan and faded following guidance in an independence/fade plan as soon as behavior supports are initiated.
- The only adaptations or accommodations implemented should be those that have been agreed upon by the IEP team and written into the IEP document.



### **Inclusion**

- Recess or other activities: Assistance may be required to address needs related to safety or social interactions. Care should be taken that the development of natural peer supports and/or use of existing resources are the goals of the extra paraeducator, otherwise the adult may become the student's sole recess companion.
- Assistance with transitions: If a student has difficulty transitioning from classroom to playground, playground to classroom, or between activities, extra support may be needed. When needed, the team should indicate type(s) of transition(s) as well as time of day and duration, as well as any supports that may be required such as visual schedules.
- Assistance with classroom centers or other activities: If there is a particular activity or time of day which is difficult for the student, extra help may be needed. The team should specify activity, time of day and duration of support.

## **MONITORING AND FADING PARAEDUCATOR SUPPORT**

Fading paraeducator support and emphasizing independence is critical to student success and growth. The Individuals with Disabilities Education Act (IDEA) indicates that a fade plan is an essential component of the planning and implementation of paraeducator support (20 U.S.C. § 1400). A fade plan clearly designates the skills the student must acquire in order to increase independence and decrease paraeducator support. In addition to providing legal compliance with IDEA and fostering the student's independence, appropriate support fading increases student self-esteem. As a paraeducator's support fades and the student's skills increase, the student is able to recognize what they are capable of doing on their own. Presence of a paraeducator can impact the frequency and types of peer interactions that take place throughout the day. Therefore, gaining independence may also have a positive impact on relationships with peers and class participation.

Successful fading of paraeducator support requires thoughtful and intentional monitoring of student progress. Such monitoring allows IEP teams to make data-informed decisions regarding when and how to adjust services to promote student independence. With that in mind, it is recommended that a plan for monitoring also be included in the student's fade plan. The Monitoring and Fading Plan should include the desired level of student independence determined by the IEP team and delineate the sequence of skills the student must acquire in order for support to be reduced. The fading section of the plan should indicate the frequency and duration of which a student must demonstrate a particular behavior or task before the support would be reduced. This

helps guide the team in providing proper training and guidance on prompting and support of the student as the student continues to develop new independent skills. A sample Monitoring and Fading Plan is provided as an appendix to this document to support IEP teams by ensuring all needed elements are considered, addressed, monitored and documented. Sample plans are also provided as examples only. Please refer to the following section for more information on Monitoring and Fading Plan development and documentation.

## **PLAN DEVELOPMENT AND DOCUMENTATION**

The Monitoring and Fading Plan should be attached to the IEP and made available to all appropriate staff who interact with the student in the school environment. The following are areas to consider when developing the Monitoring and Fading Plan:

**Support:** Type of support the student requires based on the evaluated area of need (health/personal care, behavior, instruction and inclusion).

- Who will provide the support and how will it be provided?
- Include accommodations and/or modifications to be provided as needed or when requested by the student.

**Time:** How long will the paraeducator be needed and at what time of day?

**Responsibilities:** the specific responsibilities of:

- The paraeducator
- The general education teacher
- The Education Specialist
- Any other adults interacting with the student in the educational setting (yard duty, office staff, etc.)

**Goals and Objectives:** Develop goals and objectives that address the skill(s) that need to be taught in order for the student to gain independence and allow the paraeducator to fade the level of support currently required. If the student has a Behavior Intervention Plan (BIP), the support may be tied to this plan as well.

**Paraeducator Support Fading:** Support fading is a crucial element of the Monitoring and Fading Plan. This part of the plan clearly designates the skills the student must acquire in order to increase independence and decrease paraeducator support, including projected dates and defined roles. Include success criteria for each level of support/prompting, and fading measures to be used.

**Progress Monitoring:** Include procedures for data collection (including who will review the data and when it will be reviewed) and progress monitoring. Create a schedule of dates to review progress criteria, monitor student progress and update the plan.

One-to-one paraeducator support should be captured as a direct service to which a goal aligns. Refer to the comprehensive service codes located in SEIS under the Reference Tab/Document Library/Other Resource Documents/Service Codes and Descriptions for the most accurate service code(s).

Service codes that may be considered are:

- 340 Intensive Individual Services
- 436 Health and Nursing: Other Services
- 535 Behavior Intervention Services

Examples of Monitoring and Fading Plans can be found in [Appendix 1](#) of this document.

Upon the addition of a paraeducator to the student's signed and consented to IEP or revision of existing services (with parent consent), a Prior Written Notice (PWN) must be sent to the parents indicating a change of services along with a copy of Procedural Safeguards.

Once paraeducator support is identified in a student's IEP, ongoing monitoring of IEP goal progress and re-evaluation are required at each annual IEP. In addition, as with all IEPs, comprehensive re-evaluation should be completed at each triennial IEP. Should the IEP team wish to modify or eliminate paraeducator support, an evaluation must be conducted to show services are no longer needed.

## **TECHNIQUES TO PROMOTE STUDENT INDEPENDENCE**

Below is a list of potential techniques to promote independence and fading of paraeducator support:

1. Watch before assisting. Can the student ask for help from the teacher or peers first? Can the student problem solve on his/her own?
2. Give the student extra time to process and respond before assisting.
3. Have high expectations as to what the student understands or can do independently.
4. Provide consistent a consistent classroom schedule (posted, visual, at desk if needed, reinforcement periods included). Teach student how to use the tools.
5. Start with the least intrusive prompts to get the student to respond. While the progression of prompts should be individualized based on student need, prompts typically run along the following continuum from least intrusive to most intrusive:
  - Visual
  - Gestural, hand or facial signals
  - Timer
  - Modeling
  - Partial physical
  - Full physical hand over hand
  - Verbal
6. Use strengths to motivate student participation and interest.
7. Teach independence skills (raising hand, asking for help, modeling other students).
8. Praise for independent attempts.
9. Direct the student to speak directly to the classroom teacher. The paraeducator should not voice the student's answer or questions unless required by the IEP.
10. Prompt the student to listen to the teacher's instructions. Repeat only when necessary.
11. Encourage age appropriate work habits. Teach the student to socially reference what their peers are doing.
12. Be aware of proximity. Sit with the student only when necessary.
13. Encourage peer assistance and partnering. Teach peers how to help, not enable.
14. Utilize self-monitoring checklists for student.
15. Color code materials to assist with organization.
16. Use transition visuals or objects to help student anticipate/ complete transition
17. Break big tasks into steps. Have the student assist as appropriate.
18. Use backward chaining (i.e., leave the last portion of a cutting task for the student, then gradually lengthen the task).
19. Assist in encouraging a means for independent communication.
20. Provide positive feedback to student (be specific to the situation).
21. Prompt, then back away to allow independent time.
22. Give choices.

## **APPENDIX 1 SAMPLE MONITORING & FADING PLANS**

## MONITORING AND FADING PLAN

This fading plan is attached to:

Paraeducator Assessment date: 11/1/2019  BIP date: 11/10/2019

STUDENT NAME	DATE OF PLAN	NEXT REVIEW DATE	IEP DATE
Jacob Jones	11/10/2019	5/10/2020; 11/10/2020	11/10/2019
IEP CASE MANAGER	FADING PLAN MANAGER	GENERAL ED TEACHER	OTHER
Amy Irwin	Amy Irwin	Jane Doe	John Brown: paraeducator Jennifer Scott: School Psychologist

**Current supports available in the school environment:**

Visual schedule in the general education classroom, small-group reading support with general education teacher and peers, 30 minutes per day of peer buddy reading, related services provided by SLP, OT, school psychologist and music therapist. Education Specialist provides support in the classroom three hours/day to support academic and behavioral progress.

**Summary of rationale for paraeducator support:**

Jacob initially began receiving paraeducator support following the IEP dated 5/20/2018. At that time, paraeducator assessment results indicated significant needs related to academic support, self-regulation, following directions and toileting. For more information, please review to the paraeducator assessment report dated 5/20/2018.

**Schedule for paraeducator assistance (time(s) of day, subject area(s), specific activities):**

Paraeducator support is provided throughout the school day (9:00-3:15) to assist Jacob in safe school behaviors, academic support and toileting.

**Student must develop independence in the following IEP goal area(s) to allow appropriate fading of current paraeducator support:**

Self-regulation, following directions, toileting.

### Current Levels of Performance

GOAL	CURRENT BASELINE OF DESIRED BEHAVIORS
1. Jacob will self-select a break and/or comply with adult direction to take a break in an assigned location prior to becoming escalated with three or less verbal prompts on three consecutive days, as measured by classroom staff.	Jacob requires verbal, visual and/or physical prompting to go to the break area 50% of the time. He does not self-select breaks at this time.
2. Jacob will independently care for toileting needs in familiar toileting facilities in 3 of 4 trials on 5 consecutive days as measured by teacher records.	Jacob currently asks to go to the bathroom when needed yet has had approximately 4 accidents this school year. He is unable to successfully walk to the restroom with a peer or independently currently.



Disclaimer: This sample plan is intended to serve as a resource for IEP teams in planning and documenting paraeducator support, progress monitoring and fading. The length and complexity of each Monitoring and Fading Plan will vary based on individual student needs. Use of this sample, or a variation thereof, is encouraged but not required. You can access a blank template of this Monitoring and Fading Plan in the SEIS document library.

## Implementation, Progress Monitoring and Fading

**Goal 1:** Jacob will self-select a break and/or comply with adult direction to take a break in an assigned location prior to becoming escalated with three or less verbal prompts on three consecutive days, as measured by classroom staff.

<b>Procedures:</b>	
<ol style="list-style-type: none"> <li>1. Teach Jacob to identify his own emotions</li> <li>2. Teach Jacob to use assistive technology or voice to tell an adult when he is feeling an emotion is likely to lead to escalation.</li> <li>3. Teach Jacob to signal and/or independently go to designated break area when he is feeling frustrated/mad/upset.</li> </ol>	
<b>Additional Details</b>	<b>Person(s) Responsible:</b>
Throughout the school day, Jacob will have access to emotion icons on iPad as well as emotion cards with 3 basic emotions (happy, mad and confused). He will have access to a designated break space.	<ol style="list-style-type: none"> <li>1. Education Specialist, General Education Teacher, Paraeducator.</li> <li>2. School Psychologist will consult with team for support as needed.</li> </ol>
<b>Measurement/Progress Monitor Method:</b>	
Paraeducator will monitor how many times Jacob self-selected the break area as well as level of prompting required on a teacher chosen documentation sheet.	
<b>Fading Determination:</b>	
School Psychologist and Education Specialist will monitor data at benchmark periods to determine if progress is being made based on behavioral goal, and whether student meets fading criteria for planned reduction of paraeducator supports. Data will be taken across settings.	
After supports are faded at each level, if the student demonstrates regression or inconsistency in the learned skill, the paraeducator will be directed to return to the most recent level of prompting required for student success.	
<b>Criteria for fading and a description of each level of paraeducator support.</b>	
Level 1. Jacob will comply with a request to take a break in a designated location when staff identifies that he has become escalated with two verbal prompts on two consecutive days as measured by classroom staff. <b>Support fading: paraeducator will fade type and number of prompts given.</b>	
Level 2. Jacob will comply with a request to take a break in a designated location when staff identifies that he has become escalated with one visual prompt on two consecutive days as measured by classroom staff. <b>Support fading: paraeducator will fade type and number of prompts given.</b>	
Level 3. Jacob will use visual supports to identify and communicate that he is upset and request to take a break in a designated location on two consecutive days as measured by classroom staff. <b>Support fading: paraeducator will fade proximity from Jacob while taking break.</b>	
<b>Level 4. Goal:</b> Jacob will self-select a break and/or comply with adult direction to take a break in an assigned location prior to escalation with three or less verbal prompts on three consecutive days, as measured by classroom staff.	

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### List accommodations used to promote and sustain independence:

Visual supports, assistive technology (iPad), praise for communicating emotions, readily available break space, reinforcement system used as needed to support desired behavior.

**Goal 2:** Jacob will independently care for toileting needs in familiar toileting facilities in 3 of 4 trials on 5 consecutive days as measured by teacher records.

<b>Procedures:</b>	
<ol style="list-style-type: none"> <li>1. Verbal prompt or query to use the restroom once every two hours.</li> <li>2. Reinforce Jacob when he communicates need to use the restroom.</li> <li>3. Teach Jacob to walk with a designated peer to the restroom with close paraeducator proximity to support success.</li> <li>4. Allow Jacob to walk with a designated peer to the restroom without paraeducator proximity. Reinforce him upon successful completion.</li> <li>5. Teach Jacob to walk independently to restroom with paraeducator proximity to support success.</li> <li>6. Allow Jacob to walk to and use the restroom independently.</li> </ol>	
<b>Additional Details</b>	<b>Person(s) Responsible:</b>
<ol style="list-style-type: none"> <li>1. Find supportive peer to designate as bathroom buddy.</li> <li>2. Use of point chart or other reinforcement system for successful completion of toileting task.</li> </ol>	<ol style="list-style-type: none"> <li>1. Education Specialist, General Education Teacher, Paraeducator.</li> <li>2. School Psychologist will consult with team for support as needed.</li> </ol>
<b>Measurement/Progress Monitor Method:</b>	
Paraeducator will record date, frequency of bathroom use and required level of support i.e. verbal prompt, independent request, accompanied by an adult, peer or independent.	
<b>Fading Determination:</b>	
School Psychologist and Education Specialist will monitor data at benchmark periods to determine if progress is being made and whether student meets fading criteria for planned reduction of paraeducator supports. Data will be taken across settings. After supports are faded at each level, if the student demonstrates regression or inconsistency in toileting, the paraeducator will be directed to return to the most recent level of prompting required for student success.	
When Jacob is able to use the restroom independently on 80% of occasions, criteria for fading will be met.	
<b>Criteria for fading and a description of each level of paraeducator support.</b>	
Level 1. Jacob will follow direction or request to use the restroom and walk with the paraeducator to complete successful toileting on four of five days.	
Level 2. Jacob will request to use the restroom independently and walk with the paraeducator to complete successful toileting on four of five days.	
Level 3. Jacob will request to use the restroom and walk with a peer with paraeducator proximity to complete successful toileting on 4/5 days.	
Level 4. Jacob will request to use the restroom and walk with a peer without paraeducator proximity to complete successful toileting on 5/5 days.	
Level 5. Jacob will request to use the restroom and walk independently peer/para proximity to complete successful toileting on 4/5 days.	
Level 6. Goal: Jacob will request to use the restroom and walk independently without support to complete	

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successful toileting on 5/5 days.
<b>List accommodations used to promote and sustain independence:</b> Proximity of paraeducator and/or peer. Opportunities for reinforcement following successful toileting, home and school communication regarding toileting.

Follow-Up Benchmark Date(s):  Benchmark 1 2/10/20

Benchmark 2 5/10/20

Goal/Fading Plan Review Date 11/10/20

**PROGRESS MONITORING DATA:**

GOAL 1: Use of break space		GOAL 2: Independent care of toileting needs	
Benchmark date: 2/10/20		Benchmark date: 2/10/20	
% Baseline	Current %	% Baseline	Current %
0%	50%	20%	50%
COMMENTS: Jacob complies with requests to take breaks with 50% frequency yet is still requires support in identifying own emotions and self-selecting a break.		COMMENTS: Jacob no longer requires a strict schedule for toileting and makes verbal requests to use the restroom 70% of the time. He is walked to the restroom by the paraeducator but completes his routine within the restroom independently. Frequency of accidents has decreased.	
Benchmark 2 date:		Benchmark 2 date:	
% Baseline	Current %	% Baseline	Current %
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## MONITORING AND FADING PLAN

This fading plan is attached to:

Paraeducator Assessment date: 11/1/2019       BIP date: 11/10/2019

STUDENT NAME	DATE OF PLAN	NEXT REVIEW DATE	IEP DATE
Jane Smith	11/10/2019	5/10/2020; 11/10/2020	11/10/2019
IEP CASE MANAGER	FADING PLAN MANAGER	GENERAL ED TEACHER	OTHER
Jeremiah Jones	Jeremiah Jones	Kate Middleton	John Brown: Paraeducator Jennifer Scott: School Psychologist

### Current supports available in the school environment:

Jane accesses a visual schedule of tasks and assignments in the general education setting and small group reading for 30 minutes, 4 days per week. Additionally, Jane receives Specialized Academic Instruction within the learning center setting for one hour per day.

### Summary of rationale for paraeducator support:

Jane initially began receiving paraeducator support following the IEP dated 11/9/2018. At that time, paraeducator assessment results indicated significant needs related to task initiation and completion which required additional adult support. Progress monitoring data and teacher reports indicate that Jane has benefitted from this level of service, however during the IEP dated 11/10/19 (current IEP) team members noted an increased dependence on the paraeducator in order to initiate and/or complete tasks. Therefore, the current monitoring and fade plan will focus on decreasing her dependence on paraeducator support with the goal of increasing her independent skills. For more information, please review to the paraeducator assessment report dated 11/9/2018.

### Schedule for paraeducator assistance (time(s) of day, subject area(s), specific activities):

The paraeducator is present in the classroom throughout the day (9:00-3:15) to support with task initiation and completion. Jane is independent during small group reading, visual and performing arts activities, PE and during routine transitions. During these times, the paraeducator is available to support other students, as needed.

### Student must develop independence in the following IEP goal area(s) to allow appropriate fading of current paraeducator support:

Task initiation and completion.

## Current Levels of Performance

GOAL	CURRENT BASELINE OF DESIRED BEHAVIORS
Jane will begin and complete 60% of classroom assignments without assistance from instructional assistant for five consecutive days as measured by teacher/paraeducator data collection and observations.	Independently: Jane begins assignments independently 5% of the time. Jane completes assignments independently 0% of the time.  With paraeducator support: With support, Jane begins assignments 80% of the time. With support, Jane completes assignments 70% of the time.

## Implementation, Progress Monitoring and Fading

**Goal 1:** Jane will begin and complete 60% of classroom assignments without assistance from instructional assistant for five consecutive days as measured by teacher/paraeducator data collection and observations.

### Procedures:

Goal: Jane will begin classroom assignments independently by learning to ask the teacher or peer for clarification, and/or locate written directions in the classroom, in order to decrease dependence on the paraeducator to initiate or attempt an assignment.

### Hierarchy of Prompts:

1. The paraeducator will provide a verbal reminder to ask the teacher or peer for clarification, repeat and/or simplify instructions, and model the assignment if needed.
2. The paraeducator will provide a verbal reminder to ask the teacher or peer for clarification, and repeat and/or simplify instructions.
3. The paraeducator will provide a verbal and visual reminder to ask the teacher or peer for clarification; or to seek out written instructions.
4. The paraeducator will provide a visual reminder or cue to ask the teacher or peer for clarification; or to seek out written instructions.

Jane will seek assistance from the teacher or a peer

### Additional Details

1. Where: In the classroom and with appropriate support staff.
2. When: Throughout the school day, primarily during core academic activities (reading, math)
3. Materials: Assignment directions should be simplified and posted in writing in a visible location.

### Person(s) Responsible:

1. The paraeducator will teach Jane appropriate replacement skills to ask teacher/peer for assistance when needed.
2. Teacher/Support staff will ensure that Jane understands directions when approached for help.
3. Staff is responsible to post simplified written instructions in a visible location if requiring Jane to seek out directions independently.
4. The paraeducator will assist Jane in initiating and completing assignments when needed.

**Measurement/Progress Monitor Method:**

The case manager will provide a documentation sheet used to monitor the category of prompt needed while learning to initiate and complete tasks independently. All staff who interact with Jane (paraeducator, teacher, SLP, school psychologist) will be trained by the case manager to use the documentation sheet and implement hierarchy of prompts toward new skill attainment. Data will be collected weekly during core academic periods (math and reading).

**Fading Determination:**

1. Data will be collected during key academic activities where Jane currently relies on the paraeducator for assistance (i.e. math and reading/ELA) for a period of six months of shorter using teacher logs and the attached documentation sheet.
2. Data will be analyzed by case manager consistently to examine changes in level of prompts required to begin work independently. Plan will continue or will be altered according to progress in teacher/paraeducator reports and data collection.
3. After supports are faded at each level, if the student demonstrates regression or inconsistency in the learned skill, the paraeducator will be directed to return to the most recent level of prompting required for student success.

**Criteria for fading and a description of each level of paraeducator support.**

Level 1. Jane will seek out assistance from the teacher, peer, or written directions following a visual/verbal prompt from the paraeducator in order to complete an assignment on 2/10 occasions for three consecutive days as measured by behavior documentation sheet and teacher records. **Support fading: Paraeducator will maintain current level of assistance** (As of 11/19, Jane reportedly does this approximately 1/10 occasions).

Level 2. Jane will seek out assistance from the teacher, peer, or written directions following a visual/verbal prompt from the paraeducator in order to complete an assignment on 5/10 occasions for three consecutive days as measured by behavior documentation sheet and teacher records. **Support fading: Paraeducator will begin to fade level of assistance by reducing the number and complexity of prompts.**

Level 3. Jane will seek out assistance from the teacher, peer, or written directions following a visual/verbal prompt from the paraeducator in order to complete an assignment on 9/10 occasions for three consecutive days as measured by behavior documentation sheet and teacher records. **Support fading: Paraeducator will continue to fade level of assistance.**

Level 4. Jane will independently seek out assistance from the teacher, peer, written directions in order to complete an assignment on 3/10 occasions for three consecutive days as measured by behavior documentation sheet and teacher records. **Support fading: Paraeducator will be present to reinforce skill; majority of prompts faded.**

**Level 5. Goal:** Jane will independently seek out assistance from the teacher, peer, written directions in order to complete an assignment on 6/10 occasions for three consecutive days as measured by behavior documentation sheet and teacher records. 60% goal met; **Support fading: Paraeducator time will be faded and an IEP review will be held.** Possible movement toward work completion goal with newly acquired self-advocacy skills.

**List accommodations used to promote and sustain independence:**

- Ongoing visual support will be used to reinforce use of supplementary support such as the teacher, peers, or written directions.
- Provide positive reinforcement following demonstration of skill attainment.
- Frontloading instructions for assignments when appropriate.
- School and home communication to facilitate generalization of skills across multiple environments.
- Update BIP and develop new IEP and/or fading goals as appropriate.

Follow-Up Benchmark Date(s):  Benchmark 1 5/10/2020

Benchmark 2 \_\_\_\_\_

Goal/Fading Plan Review Date 11/10/2020

**PROGRESS MONITORING DATA:**

GOAL 1		GOAL 2	
<b>Benchmark 1 date:</b>		<b>Benchmark 1 date:</b>	
<b>% Baseline</b>	<b>Current %</b>	<b>% Baseline</b>	<b>Current %</b>
<b>COMMENTS:</b>		<b>COMMENTS:</b>	
<b>Benchmark 2 date:</b>		<b>Benchmark 2 date:</b>	
<b>% Baseline</b>	<b>Current %</b>	<b>% Baseline</b>	<b>Current %</b>
<b>COMMENTS:</b>		<b>COMMENTS:</b>	
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## **APPENDIX 2: TIPS FOR DOCUMENTATION IN IEP MEETING NOTES**

### **INCLUDING MONITORING AND FADING PLAN INFORMATION IN IEP TEAM MEETING NOTES**

A Monitoring and Fading Plan for promoting student independence should be specifically attached to the IEP and documented discussion should be captured on the IEP Meeting notes. The plan must be clearly understood by the entire team and be very precise. It is important that everyone, especially the parent(s), understand the fading schedule. The use of the tools attached to this document should be utilized and the data and work samples should be reviewed at the next IEP meeting (typically within 3-6 months) to determine the effectiveness of the paraeducator support. Examples of how IEP teams may summarize the discussion of monitoring and fading are included below. Please note that a more robust description of the examples provided below would also be outlined in the Monitoring and Fading Plan.

Example 1: In order to promote and maximize student independence, additional support staff will be discontinued when (list the level of independence achieved, skills acquired, or certain conditions met that would indicate additional paraeducator support no longer needed).

Example 2: Short-term additional adult assistance not to exceed XX weeks. (Use this statement when paraeducator support is needed for a specific period of time, such as for a special project, or for a temporary medical condition, etc.).

Example 3: By (date), support staff will decrease direct proximity (standing next to the student) by 40% as documented on a daily log, and by (2 months later) direct support will be faded by 60%. When not in direct proximity to the student, the additional support staff will be in the same classroom working with other students or other tasks in order to be available if necessary for (student). An IEP meeting will be scheduled for (within 3-6 months) to review the effectiveness of the additional assistance.

Example 4: (Student) will receive additional adult assistance for six periods beginning in September, and decreasing one period per month, for a three month period.

### **SUGGESTED IEP LANGUAGE WHEN ADDITIONAL PARAEDUCATOR SUPPORT IS NOT RECOMMENDED**

Indicate effectiveness of current supports, as evidenced by data and observation, in the IEP meeting notes. Address natural supports that are in place and effective. Specify accommodations and/or modifications that are already meeting the student's needs. Indicate in the IEP Meeting notes any additional supports to be provided such as accommodations and or modifications, a Behavior Support Plan or Behavior Intervention Plan, and/or natural supports that are available in the environment. Consider adding IEP goals to address student independence.

Example 1 (for a student with academic concerns only): [Student] is receiving the following services and supports: reading intervention instruction twice weekly for 30 minutes each session, classroom aide assigned to the regular education class during reading instruction, Education Specialist collaboration daily for 55 minutes, cross-age tutoring once weekly for 30 minutes, homework club four times a week for 60 minutes, appropriate reading goals on IEP, and access to computerized reading software. In considering current evaluation results and the services and supports that are being provided, the IEP team agrees that (student) is receiving adequate support at the present time to make satisfactory progress toward all goals.

Example 2 (for a student with behavioral and/or social issues): [Student] is receiving the following services and supports: visual schedule, Occupational Therapy, Speech and Language services, school-based counseling, assigned peer buddy during transitions and in social situations, high staff/student ratio in all school settings

including lunch and recess, consultation with Autism Specialist bi-weekly/60 minutes per session, Behavior Intervention Plan (BIP) which has decreased targeted maladaptive behavior by 50% in the last two months. In considering current evaluation results and the services and supports that are being provided, the IEP team agrees that (student) is receiving adequate support at the present time to make satisfactory progress toward all goals.

## APPENDIX 3: DIRECTIONS FOR UTILIZING PARAEDUCATOR RESOURCES

This resource provides a recommendation for the order in which an LEA/District complete assessments and utilize related resources to determine the level of appropriate paraeducator support for a student:

1. Existing Data: Review appropriate student information. This may include the current IEP, Behavior Intervention Plan (BIP), grades, attendance records, discipline records, nurse log, etc.
2. [Checklist of Existing Environmental Supports](#): This document should be filled out by a member of the school staff to determine if there are additional supports that need to be added to the student's environment prior to adding paraeducator support.
3. [Assessment Plan](#): If new observational data is needed complete an Assessment Plan. Once the signed AP is received then the assessment components can take place. Observations of a student in various school settings should look at frequency, duration and intensity of need.
4. [Paraeducator Support Rubric](#): Completed by members of the school staff.
5. [School Day Analysis](#): Completed by a member of the school staff to determine what a student can do without assistance and what supports are already in place.
6. [Monitoring and Fading Plan](#): In the event the IEP Team determined paraeducator support is needed the assessor and education specialist will collaborate to develop a draft Monitoring and Fading Plan with the embedded Fade Plan which will be presented at the IEP meeting for consideration by all IEP Team members. A blank Monitoring and Fading Plan is located in the SEIS document library. The suggested outline for the Monitoring and Fading Plan is as follows:
  - a. Time: How long will the paraeducator be needed and at what time of day?
  - b. Responsibilities: Define the specific responsibilities of:
    - The paraeducator
    - The general education teacher
    - The special education teacher
    - Any other adults interacting with the student in the educational setting (yard duty, office staff, etc.)
  - c. Goals and Objectives: Develop goals and objectives that address the skill(s) that need to be taught in order for the student to gain independence and allow the paraeducator to fade the level of support currently required.
  - d. Paraeducator Support Fading: The Monitoring and Fading Plan clearly designates the skills the student must acquire in order to increase independence and decrease paraeducator support. For further information about support fading, refer to the chapter on fading in this document and see appendix for examples.
  - e. Progress Monitoring: Create a schedule of review dates to determine progress criteria and monitor student progress.
7. Documentation: It is important for all assessments and results to be documented in the IEP. Monitoring and Fading Plan which includes the Fade Plan should be attached to the IEP. For additional guidance, please refer to the Documentation section on page 5.
8. Progress Monitoring: Included within the Monitoring and Fading Plan is the schedule of review dates to determine progress criteria and monitoring of student progress.

## ONLINE RESOURCES

Click the following links for additional resources:

- [Council for Exceptional Children](#)
- [National Resource Center for Paraeducators](#)
- [National Association of Special Education Teachers](#)
- [Helen Keller National Center](#)
- [Special Education Guide](#)
- [CAST](#)
- [CHARTER SELPA Website / County SELPA Website](#)



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Special Education Local Plan Areas



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