

**PARAPROFESSIONAL PROFESSIONAL DEVELOPMENT PLAN SHEET
EDUCATION PROFESSIONALISM REQUIREMENT**

- DEMONSTRATE AN UNDERSTANDING OF THE ORGANIZATION AND ADMINISTRATIVE STRUCTURE OF A PUBLIC SCHOOL IN ORDER TO ACCESS KEY INDIVIDUALS FOR INFORMATION AND ASSISTANCE.
- DEMONSTRATE AN UNDERSTANDING OF THE EXPECTATIONS AS DEFINED BY LAW AND THE ETHIC OF EDUCATIONAL PROFESSIONALISM IN THE FOLLOWING AREAS: CONFIDENTIALITY, STUDENT RIGHTS, CONSISTENCY AND CONTINUITY, POSITIVE ATTITUDE, AND OBJECTIVITY.
- DESCRIBE HIS OR HER ROLE AND DISTINGUISH BETWEEN THE RESPONSIBILITIES OF THE TEACHER AND THE PARAPROFESSIONAL.

ACADEMIC PREPARATION/ ACTIVITY	EXPERIENCE	KNOWLEDGE

**PARAPROFESSIONAL PROFESSIONAL DEVELOPMENT PLAN SHEET
SPECIAL EDUCATION SERVICES**

- DEMONSTRATE A KNOWLEDGE OF THE BASIC PROCESS OF IDENTIFYING HANDICAPPED STUDENTS, DEVELOPING AND IMPLEMENTING THE COMPONENTS OF AN INDIVIDUAL EDUCATION PROGRAM, WITH EMPHASIS ON THE ROLE OF THE PARAPROFESSIONAL IN THAT PROCESS.
- IDENTIFY THE ROLES OF THE VARIOUS SPECIAL SERVICES PROVIDERS WITH WHOM HE OR SHE MAY COME IN CONTACT. THE PARAPROFESSIONAL WILL UNDERSTAND AND DEMONSTRATE THE WAYS HE OR SHE MAY BE CALLED UPON TO ASSIST, SUPPLEMENT, AND REINFORCE THE SERVICES PROVIDED BY THE SPECIALIST.
- BE ABLE TO IDENTIFY AND DESCRIBE PROBLEMS WITHIN THE CONTEXT OF HIS OR HER ROLE AND APPLY AN ANALYTIC PROBLEM SOLVING APPROACH TO THOSE IDENTIFIED.
- KEEP A SELECTIVE ANECDOTAL RECORD OF STUDENT CONTACT FOLLOWING A PRESCRIBED FORMAT.
- WRITE A REFLECTION JOURNAL CONTAINING EVIDENCE OF KEY COURSE CONCEPTS, CRITICAL REFLECTIVE THINKING, AND ANALYTIC PROBLEM SOLVING.

ACADEMIC PREPARATION/ ACTIVITY	EXPERIENCE	KNOWLEDGE

ACADEMIC PREPARATION/ ACTIVITY	EXPERIENCE	KNOWLEDGE

**PARAPROFESSIONAL PROFESSIONAL DEVELOPMENT PLAN SHEET
COMMUNICATIONS REQUIREMENT**

- BE ABLE TO DESCRIBE THE COMPONENTS OF THE COMMUNICATION PROCESS, BOTH VERBAL AND NONVERBAL, WITH SPECIFIC ATTENTION TO THE FOLLOWING: RECOGNIZING COMMUNICATION STYLES, ASSESSING BARRIERS TO EFFECTIVE COMMUNICATIONS, AND DISCUSSING WAYS TO IMPROVE COMMUNICATION.
- DEMONSTRATE THE ABILITY TO USE INSTRUCTIONAL STRATEGIES, SUCH AS PRESENTING, REVIEWING, REINFORCING, QUESTIONING AND PROMPTING, APPROPRIATE FOR WORKING WITH A VARIETY OF INDIVIDUALS AND SMALL GROUPS.

ACADEMIC PREPARATION/ ACTIVITY	EXPERIENCE	KNOWLEDGE

CHILD DEVELOPMENT REQUIREMENT

- IDENTIFY THE MAJOR WAYS THAT CHILDREN DEVELOP AND UNDERSTAND THE CONNECTION BETWEEN CHILD DEVELOPMENT AND THE HANDICAPPING CONDITIONS RECOGNIZED BY FEDERAL SPECIAL EDUCATION LAW.
- DESCRIBE THE AREAS OF EXCEPTIONALITY RECOGNIZED BY FEDERAL LAW AND BE ABLE TO SUGGEST INSTRUCTIONAL STRATEGIES AND MODIFICATIONS RELEVANT TO EACH TYPE OF EXCEPTIONALITY.
- DESCRIBE HIS OR HER ROLE AND DISTINGUISH BETWEEN THE RESPONSIBILITIES OF THE TEACHER AND THE PARAPROFESSIONAL.

ACADEMIC PREPARATION/ ACTIVITY	EXPERIENCE	KNOWLEDGE

BEHAVIOR MANAGEMENT REQUIREMENT

- DEMONSTRATE THE APPLICATION OF ANALYTIC PROBLEM SOLVING APPROACHES TO BEHAVIOR MANAGEMENT.
- DEMONSTRATE THE ABILITY TO OBSERVE STUDENT BEHAVIOR, RECORD OBSERVATIONS AND MEASURE THE FREQUENCY AND DURATION OF STUDENT BEHAVIOR.
- BE ABLE TO UNDERSTAND AND IMPLEMENT THE COMPONENTS OF A BEHAVIOR PLAN DESIGNED BY THE SPECIAL EDUCATION TEAM AND/OR THE SUPERVISOR.
- RECOGNIZE STRESS AS A CAUSE AND PRODUCT OF STUDENT BEHAVIOR PROBLEMS AND DEMONSTRATE STRATEGIES TO MANAGE STRESS-PRODUCING FACTORS AS A PREVENTATIVE ACTION.

ACADEMIC PREPARATION/ ACTIVITY	EXPERIENCE	KNOWLEDGE

HEALTH AND SAFETY ISSUES REQUIREMENT

- KNOW THE RISKS INVOLVED IN CONTACT WITH BLOODBORNE PATHOGENS AND THE STANDARD PRECAUTIONS AGAINST THOSE RISKS.
- DEMONSTRATE THE STANDARD PROCEDURES USED IN MONITORING SEIZURES.
- KNOW HOW TO RECOGNIZE AND RESPOND TO SUSPECTED CHILD ABUSE.

ACADEMIC PREPARATION/ ACTIVITY	EXPERIENCE	KNOWLEDGE