

Remote Use of Paraprofessional Supports for Students with Disabilities

Link to full document:

<https://www.uvm.edu/sites/default/files/Center-on-Disability-and-Community-Inclusion/ParaprofessionalPlanningCOVID19.pdf>

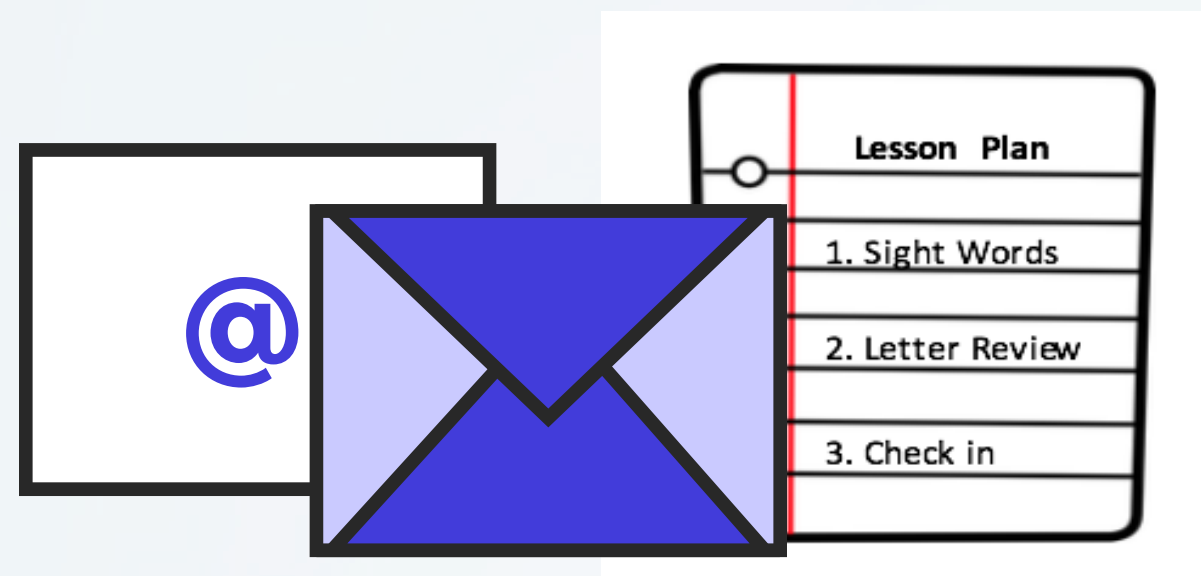
Assure Access



Districts should ensure paraprofessionals have access to materials such as a computer, reliable internet, and training and support for new using technology necessary for their work. Remember not all duties can translate virtually.



Provide Appropriate Service Provision



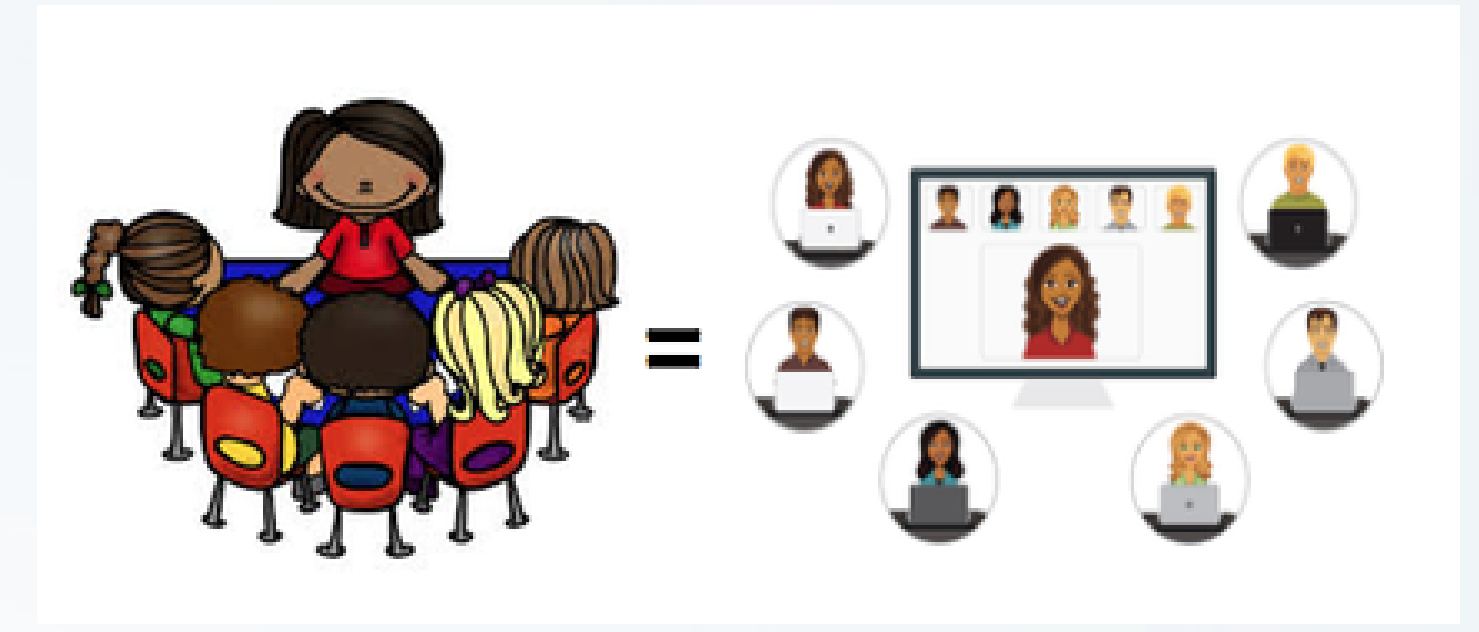
Responsibilities remain the same

- Instruction by paraprofessionals is supplemental to the instruction provided by teachers.
- Work is supervised by qualified professionals.
- Remote instruction should be based on written plans.



Re-think non-instructional task

Roles may shift based on a variety of factors and can include: transferring paper materials to online, delivering meals, distributing essential supplies, recording materials, or check-ins with families .



Facilitate social interactions

- Hosting story hours
- interactive and cooperative activities
- dance parties
- games or play activities with small groups.

Maintain Good Communication between Paraprofessionals and Special Education teachers



- Educators should ensure direct communication with families.
- Understand each family has a different capacity to communicate.



- Supervisors should provide a schedule and expectations for connecting as a team.
- Decide how paraprofessionals can communicate information received from families.

Remember Gratitude



Paraprofessionals provide valuable supports in schools. They can play an important part in the efforts to support virtual instruction. Communicating gratitude is especially important during unprecedented times of change and uncertainty.