



Paraprofessional Quick Guide: COVID-19



General Guidance

As a paraprofessional in a school setting, you are under the guidance of a teacher who should be your first point of contact. Setting up regular time to communicate with your supervising teacher is critical. Topics might include: things that are going well, challenges you are facing, questions you have, and next steps for individual students or groups.

Question

Guidance

I was asked to teach a lesson online to a student or small group of students. How do I proceed?

- Practice and check technology before you begin.
- Review the lesson plan ahead of time so that you are familiar with the content.
- At the beginning of the lesson, review your expectations for learning online with students.
- Teach the lesson plan provided by the teacher using the same solid lesson delivery as in face to face.
- Remember that a typical explicit lesson is presented in three parts. The opening is where the teacher gains the students' attention, reviews previous learning, and gives the purpose of the lesson. The body of the lesson is where the new skill is taught using, I do, We do, You do. The closing of the lesson reviews the lesson and previews what comes next.

My students don't seem to be making progress on their progress monitoring probes. What should I do?

- First, communicate your observations and concerns to the teacher.
- Remember that the changes necessary to accommodate distance-based administration of progress monitoring could affect scores.
- Ensure parents understand why progress monitoring data is important, and how they can support in its collection. See Parent Guide to Progress Monitoring.

Parents are asking me questions about how their child is doing? What should I do?

- Always refer the parent back to the teacher, unless otherwise directed by your teacher.
- Let your teacher know that the parents are asking about the student's progress, so the teacher can check in with the parents.

I am teaching student online and they are not paying attention. What should I do?

- Be sure to review your expectations for learning online at the beginning of each session. (Remember when we are learning online it is important to...)
- Provide frequent opportunities for students to respond to keep them engaged.
- Catch them being good! Make sure to find any little "good thing" that is done, and praise it or provide a reward for it. Having a balance of more praises and rewards for "good things" than corrections for can help decrease challenging behavior.
- Start with having them do something they enjoy. Gradually move to more challenging tasks.
- Whenever possible provide choices between activities. • Avoid Power Struggles. See 6 Ways to Avoid Power Struggles.