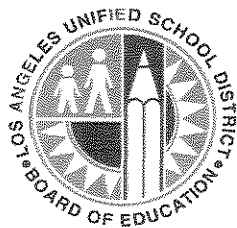


Los Angeles Unified School District  
Special Education Paraprofessional  
HANDBOOK



Division of Special Education  
Sharyn Howell  
Executive Director

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**RAMON C. CORTINES**  
*Superintendent of Schools*

**SHARYN HOWELL**  
*Executive Director*

Dear New Special Education Paraprofessionals:

I am pleased to present to you the New Special Education Paraprofessional Handbook.

Everyone in Los Angeles has a stake in the education of our children. Whether we are parents, grandparents, principals, teachers, paraprofessionals or support workers, we have the responsibility to provide them with quality education.

Because we are a community, we must all work together to make a difference in the education of all children. We can focus our collective energy and efforts to achieve our ultimate goal of preparing our students to succeed as members of our global community and workforce.

I encourage you to read this handbook and refer back to it on an ongoing basis, and discuss it with friends and colleagues.

Sincerely,

Sharyn Howell

SH:jh



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Today's Learners, Tomorrow's Leaders

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# TABLE OF CONTENTS

Introduction/Welcome .....	1
Definition of Special Education Paraprofessional .....	2-3
<b>Duties and Responsibilities</b>	
Duties of a Special Education Paraprofessional .....	5
Inappropriate Responsibilities for a Special Education Paraprofessional .....	6
Information to Ask School Administrator & Supervising Teacher .....	6
<b>Professionalism</b>	
Confidentiality .....	7
Communication .....	7
Attitude .....	8
Attendance .....	8
Professional Standards .....	8
Ethical Responsibilities .....	8
Ethical Standards .....	9
General Ethical Considerations for working with Students with Disabilities .....	9
Accepting Responsibility .....	9
Relationships with Students, Parents, Teacher, & School .....	9-10
<b>IDEA</b> .....	10
Advocating for Students with Disabilities .....	11
Ethical Relationships with the School .....	11-12
Paraprofessionals and Related Services .....	12-13
Working with Students .....	13
<b>Managing the Health Needs of Students</b>	
First Aid & CPR .....	13-14
Food Handlers Certificate .....	14
Medical Confidentiality .....	14
Universal Precautions .....	14
Work Practice Control .....	14-15
Soiled Children .....	15
Diapering .....	15-16
Toileting .....	16
Transferring Students with Disabilities .....	17
Medication .....	17
Seizure Management .....	17-18
Epi-Pen Administration .....	18
Managing Diabetes at School .....	19
<b>Characteristics of Disabilities and Instructional Strategies</b>	
• Autism .....	21
• Emotional Disturbance .....	21-22
• Deaf and Hard of Hearing .....	22
• Specific Learning Disability .....	22-23
• Mental Retardation .....	23
• Multiple Disabilities .....	23
• Orthopedic Impairment .....	23-24
• Speech/Language Impairment .....	24
• Visual Impairment .....	24
• Additional Strategies When Working with Students and Teachers .....	25
• Effective Behavior Management Techniques .....	25
• Thoughtful Ways of Dealing with Disabled Persons .....	26
• What are the Qualities of an Effective Special Education Paraprofessional? .....	26
<b>Resources</b> .....	27-29
<b>Sources</b> .....	30-31
<b>Appendix</b>	
Special Education Trainee/Assistant .....	A-33 through A-36
Healthcare Assistant .....	A-37 through A-39
CEC Knowledge and Skill .....	A-40 through A-42
<b>Acknowledgements</b> .....	43

## Introduction

*Dear Special Education Paraprofessional:*

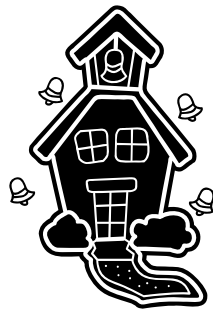
**Welcome** to the Los Angeles District's Division of Special Education. As a special education paraprofessional, you will be assisting with our special needs students in a variety of ways. As a team member, a special education paraprofessional is a representative of the program, the school, the public school system and the overall field of special education. Each paraprofessional has different duties, responsibilities, and expectations based upon the needs of the students with which they work. You have been selected to work with children with disabilities because you possess the skills needed to fulfill these special responsibilities and expectations.

Your job can be challenging but also rewarding. Being a special education paraprofessional is an extremely important position. Appropriate behavior and positive attitude are essential. As a special education paraprofessional, you will be able to contribute to the well-being of the young people that we serve. However, there are special responsibilities and expectations that come with your position. This handbook should serve as a guide and resource to you in your new position. This handbook will provide for you a detailed description of the duties in your position.

We value your work and your desire to serve our special education students. We thank you in advance for your dedication and service. We hope that your new job will be a pleasant and productive experience for you.

**Welcome and good luck in your position.**





## Definition of Special Education Paraprofessional

## **Definition of a Special Education Paraprofessional**

A special education paraprofessional may be a trainee, an assistant or a health care assistant.

A special education trainee assists teachers in caring for students' physical needs and in presenting educational material and developmental exercises while learning the duties and responsibilities of special education assistant through a combination of experience and formal education.

A special education assistant assists teachers by caring for the physical needs of students with disabilities and helping in their training and education through the presentation of educational materials or exercises. (To attain this position, one must promote from the position of Special Education Trainee. See the job description for Class Code 4571 for additional details.)

A health care assistant performs authorized medical procedures or protocols for disabled students in addition to performing the duties of special education assistants.

For the purpose of this book—special education trainee, assistant and health care assistant will be referred to as special education paraprofessional. To promote the success of any special program, a team approach must be accepted and implemented by all personnel, regular and special, that serve students with disabilities. The various stages of planning, implementing, and administering special services require that all personnel agree that the express purpose of all special programs is that of serving the exceptional student. All considerations must be directed toward the welfare of the student with the disability whether he or she is a home student, out of district student, a special day program student, fully-included student or one served by an itinerant teacher. It is expected that the child with a disability be a recipient of all privileges and services granted other students and by the same token it is expected that he or she be charged with all the responsibilities of a regular student that he is capable of handling.





## Duties and Responsibilities

## Duties and Responsibilities of a Special Education Paraprofessional

- ☆ Presents lessons or portions of lessons to a student or a group of students, checks accuracy of work and presents additional assignments as directed by the teacher.
- ☆ Helps students to use books, classroom materials and equipment.
- ☆ May keep routine records related to attendance, grades, test scores and lunch money.
- ☆ Transfers students in and out of holding or locomotive devices and on and off buses.
- ☆ Assists students with all aspects of toileting which may include diapering, and lifting on and off the toilet, changing tables and mats.
- ☆ Obtains food from the kitchen, serves food and feeds students or helps them feed themselves.
- ☆ Assists teachers in maintaining discipline and encouraging acceptable behavior by the students.
- ☆ Facilitates student's use of mobility equipment such as leg braces, walkers, mobile standers, and tricycles.
- ☆ Assists teachers on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations.
- ☆ Assists bus drivers in maintaining discipline and responding to the physical needs of students.
- ☆ Assists teachers in directing activities and acts as play leader for assigned groups of students.
- ☆ May take temperatures, administer first aid and provide basic nursing care as directed or authorized by a school nurse.
- ☆ Supervises a group of students in the temporary absence of the responsible teacher.
- ☆ Implement behavior management plan consistent with teacher implementation/ instruction.
- ☆ Operates audio-visual equipment and prepares or uses other materials and methods to assist teachers in presenting lessons to students.
- ☆ Adjusts or rephrases portions of texts and classroom instructions.
- ☆ Attend the IEP meeting, if requested.
- ☆ Assist with translation, written or oral.
- ☆ In addition to performing duties typical of the Special Education Assistant, the Health Care Assistant performs protocols. These protocols may include: catheterization, gastrostomy tube feeding, oral suctioning, ostomy care, tracheotomy suctioning and other procedures as assigned by the school nurse. The HCA cleans medical equipment as prescribed by the school nurse, and administers prescribed medication as directed by the school nurse.



### **Inappropriate Responsibilities for a Special Education Paraprofessional**

- Be solely responsible for a special education instructional or related service
- Be responsible for selecting or administering formal diagnostic or psychological instruments or for interpreting the results of those instruments
- Be responsible for selecting, programming or prescribing educational activities or materials for the students without the supervision and guidance of the teacher
- Be solely responsible for preparing lesson plans or initiating original concept instruction
- Be assigned to implement the Individual Education Plan (IEP) for disabled students without direct supervision and involvement from the paraprofessional
- Be employed in lieu of certificated special education personnel
- Be used as a substitute teacher
- Perform nursing procedures or administer medications without appropriate supervision from an approved health care professional
- Be asked to perform clerical duties on a regular basis
- Be asked to perform duties out of the scope of a paraprofessional

### **Information to Ask the School Administrator & Supervising Teacher(s)**

- Clarify hours and days you will be working – ask for a school calendar.
- Clarify lunch and break hours based on student's needs.
- What records are you responsible for keeping?
- What special services are available to the classroom and the school in which you work?
- What schedules are you responsible for following?
- When do students arrive and depart?
- What are the playground rules and regulations?
- For what lunch time activities will you be responsible?
- Where are the supplies kept and how are they obtained?
- How much time will you spend in inclusion classrooms? How much time in the special education classroom?
- What is the line of communication and authority you are to follow?
- With whom should you discuss a problem concerning relationships? School policy?
- What should be your response when a parent raises questions on their child's functioning in the classroom?
- What pupil records are available to you?
- What is expected of you in terms of student discipline?
- What course should you follow if you feel that you do not have enough to do?
- How does your teacher view the teacher/paraprofessional relationship?
- What is expected of you in terms of confidentiality of student records?
- What is the appropriate dress code?

## **PROFESSIONALISM**

### **Confidentiality**

All student information is confidential. This is an extremely important component of the law. There are many Federal laws and state statutes that protect the privacy of educational records. The main Federal law pertaining to student records is the Family Educational Rights and Privacy Act (FERPA). Information or records falling under this law must remain confidential. Significant penalties can occur from failure to comply with the privacy act. Many school staff fails to realize that *even conversations with non-school personnel or school personnel without an educational involvement with a specific child can be a violation of this act.*

Information and records covered under this act may include but are not limited to: personal and family data evaluation and test data, psychological, medical and anecdotal reports, records of school achievement and progress reports, disability information, and copies of correspondence concerning students.

Discussing specific facts about the students with which you work is a violation of the students' confidentiality rights. Remember that matters regarding students are confidential and cannot be a topic of public discussion – not even in the teacher's lounge, not at the grocery store, not with other paraprofessionals who do not work with the student. Even if you do not mention a student's name, talking about an incident can give identifiable information.

### **Communication**

No matter how well a program is designed, success depends on good communication between the teacher and the paraprofessional. Poor communication skills and negative statements are at the heart of most problems. The learning process is totally dependent upon the staff establishing and maintaining good lines of daily communication. However, communication with students and staff goes beyond verbal interaction and also includes nonverbal interaction. Research has concluded that approximately 80% of communication is nonverbal. Your actions may actually speak more loudly than your words.

### **What kind of communicator are you?**

Do you . . .

- maintain eye contact while listening?
- maintain a forward posture while listening?
- use non-interruptive acknowledgments, such as head nodding, and positive genuine facial expressions to demonstrate interest?
- avoid cutting off individuals who are speaking?
- use appropriate voice, tone and loudness in conversations?
- avoid leaning back with arms crossed while listening?



### **Attitude**

All employees convey an image of the school to other professionals, to parents, and to the community as a whole. We want this to be a favorable image. The special education assistant is as much a part of creating this image as is the certificated staff member. Therefore, your actions, speech, and dress should be appropriate and professional at all times. Show your support for the special education program as well as your supervising teacher verbally, enthusiastically, and actively. For example, just remembering to smile and being friendly towards others can make a difference, as well as looking for ways to assist others. When working with students, having a sense of humor, praising their efforts, and using positive statements show students that you care about them and that you enjoy what you are doing.

Remember, special education paraprofessionals, as all staff members, are responsible for the welfare of **ALL** students.

Be willing to take initiative. Show responsibility by looking ahead at what needs to be done. Become eager to assist the teacher. Listen to directions and if unclear about what is being asked, ask questions! Work only on teaching concepts the teacher has set for the student. If unclear, ask questions.

### **Attendance**

Attendance and punctuality convey how seriously you take your job. Your supervising teacher and the students you work with count on you being at work and on time every day. Whenever possible, personal appointments should be scheduled after work hours.

## **PROFESSIONAL STANDARDS**

Special education paraprofessionals must follow professional guidelines when working with all students including those with disabilities. They will be involved with many other educational personnel, parents, students, and administrators and encounter highly sensitive information concerning students and families.

Professional standards include the following guidelines:

### **Ethical Responsibilities:**

Paraprofessionals are an integral part of the instructional team, and as such, have an ethical responsibility to work as a team member and to meet the needs of students.

You as a paraprofessional have special relationships with teachers, other school personnel, students and the school community. The quality of these relationships not only depends on the work performed, but also on the ethical behavior demonstrated on the job. Paraprofessionals are faced with ethical issues on a daily basis, including

confidentiality, record management and the demands placed on them by students and staff. Therefore, it is imperative that paraprofessionals are exposed to and discuss ethical guidelines.



## **Ethical Standards**

Paraprofessionals often face situations where their own interest, a student's interest or the school's interest may conflict. Ethical standards help us to become aware of the best course of action with regard to a variety of perspectives other than just our own. We need to consider the ethical implications of the decisions that we make and the potential impact on students and other school staff.

Ethics are particularly important because paraprofessionals and teachers are placed in a position of authority over students. Students are often vulnerable and have limited influence, relying on paraprofessionals, teachers, and parents to protect their best interests. Paraprofessionals are obligated to be as fully prepared as possible to function ethically, as well as legally, in the school environment. Ethical standards provide a framework for reflecting on appropriate behavior.

The Council for Exceptional Children (CEC) has compiled a list of Professional Standards for Paraeducators, which includes Professionalism and Ethical Practices.

### **Please see the Appendix for the standards on Professionalism & Ethical Practices**

*The full list of Professional Standards for Paraeducators can be found on the CEC website at <http://www.cec.sped.ort/ps/paraks.html#PE1>*

## **General Ethical Considerations for Working with Students with Disabilities**

As an important part of the educational team, paraprofessionals have a commitment to maintain ethical standards of behavior in their relationships with students, parents, their supervisor, and other school personnel. Teachers have a responsibility to help the paraprofessional develop ethical responses to situations that arise. A code of ethics, such as the one provided below, can establish guidelines for appropriate behavior.

### **Accepting Responsibility:**

- Engage only in non-instructional and instructional activities for which qualified or trained.
- Do not communicate progress or concerns about students directly to parents.
- DO communicate progress and concerns to supervising teachers.
- Refer concerns expressed by parents, students, or others to your teacher or supervisor.
- Recognize that the supervisor has the ultimate responsibility for the instruction and behavior support of students and follow the directions prescribed by him/her.

### **Relationship with students and parents:**

- Discuss a student's progress, limitations and/or educational program only with the supervising teacher in the appropriate setting.
- Discuss school problems and confidential matters only with appropriate school personnel, and only when students are not present.
- Do not engage in discriminatory practices based on a student's disability, race, sex, cultural background, religion or sexual orientation.
- Respect the dignity, privacy and individuality of all students, parents, and staff members.
- Present yourself as a positive role model.
- Use positive behavior support strategies which are consistent with standards established by the classroom teacher, school, and local district.

### **Relationship with the teacher:**

- Recognize the role of the teacher as supervisor.
- Recognize your own verbal, as well as non-verbal, communication style.
- Express differences of opinion only when students are not present.
- Discuss concerns about the teacher or teaching methods directly with the teacher.
- If issues are not resolved, then discuss concerns only with the teacher's supervisor.
- Do not discuss problems with the teacher with students, other teachers, other paraprofessionals or parents.
- Follow the positive behavior support plans established by the teacher.

### **Relationship with the school:**

- Accept responsibility for improving your skills.
- Become familiar with school policies and procedures.
- Represent the school and its programs in a positive manner.
- When problems cannot be resolved, utilize the grievance procedures outlined by the local district.
- The paraprofessional should refrain from:
  - Airing school problems and confidential matters; including personality conflicts, outside of the school and/ or with those not directly involved with the issue.
  - Discussing administrative, interdepartmental and interschool problems in the presence of students.
  - Gossiping about problems with those who cannot assist with the solution.

Ultimately, these ethical guidelines mean that both the teacher and the paraprofessional must take responsible actions to insure that the best interests of the individual students are being met. The ethical responsibility for the proper use of paraprofessionals rests with the special education teacher and administrator. The paraprofessional must be specifically prepared to uphold the ethics of the teaching community.

### **Ethics: Individuals with Disabilities Act (IDEA)**



There are new changes in IDEA but there continue to be “basics.” Because of advocacy efforts of parents and paraprofessionals, all children have the right to receive an appropriate education. These rights have been established through both court decisions and state and federal legislation. As an employee of the school district, and as a person who provides services to children both with and without disabilities, the paraprofessional accepts the obligation to protect these rights and promote quality services. IDEA is federal legislation which outlines many of these rights including the following:

- Right to a free appropriate public education (FAPE) for all children.
- Right to placement in the least restrictive environment (LRE).
- Right to fairness in assessment and placement process.
- Right to an individualized educational program (IEP).
- Right for parents to be informed and participate in the educational process.
- Rights and procedures for parents to disagree with school decisions.

## **Advocating for students with disabilities:**

### Definitions:

The term “advocacy” has been defined in a variety of ways by many different individuals and groups.

- Advocacy: the act of pleading for, supporting or recommending; active espousal  
*Random House Dictionary of the English Language*
- “Pure advocacy refers to action taken, usually on behalf of someone else, to ensure some right, secure some benefit, or enhance the advocatee’s well being.”  
*Akerley, M (1978) A Philosophy of Advocacy*
- “The representations of rights and interests of oneself or others in an effort to bring about changes which will eliminate barriers for meeting identified need.”  
*Joint Accreditation Council of Services for MR and Other Developmentally Disabled Persons*
- “Advocacy means representing other peoples interest as your own. Advocacy strategies involve working on behavior of or with those ‘other’ people.”  
*Bilken, D. & Zollers, N. (1986). The focus of advocacy in the LD field. Journal of Learning Disabilities, 19(10), 576-586*

Regardless of the advocacy definition utilized, the idea that action is an integral part of advocacy is inherent. Advocates are persons who support the rights and efforts of themselves and/or others not only philosophically, but also through real-life involvement and day-to-day actions.

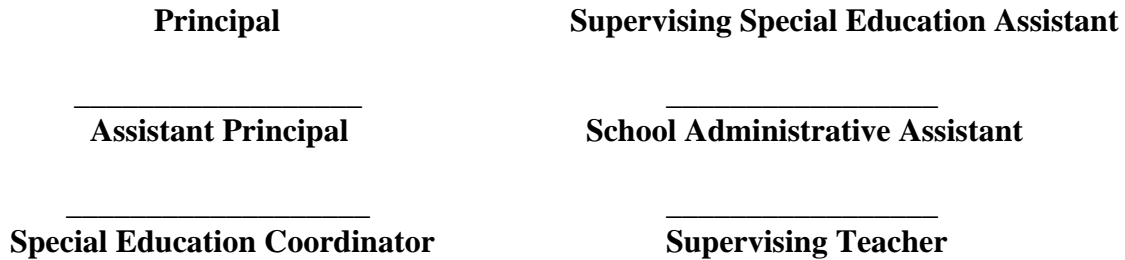
A variety of definitions, classification systems, and names for types of advocacy have been developed through the years. All of these formats in human services advocacy point out the link of advocacy with action. It is generally held that the ideal for each person is to be able to self-advocate and handle most life situations as independently as possible. This is extremely important when viewed through the filter of how much a paraprofessional may do *for* a student. It is important and ethical to continuously review how much the student is able to be independent and how much the student continues to need individualized support.

### **Ethical Relationships with the School**

Each school district, and in some cases each school, will have its own chain of responsibilities. Special Education is unique because it includes some other members into the hierarchy. The hierarchy, and the roles and responsibilities of each individual, should be explained to the paraprofessional. If problems arise, the paraprofessional should contact the supervising teacher about the problem. If the problem isn’t resolved, the next step is to contact the supervising teacher’s supervisor. In some situations, there is a special education department chair. In other situations, the services of the paraprofessional are utilized in the general education classroom and the general education department chair for that subject may need to be involved.



List your own supervisory hierarchy. This may be your support system as well:



Remember, the first rule of thumb is to always contact the person with whom you have the concern. Try to work out the problem. If the person is unwilling or unable to work out the problem, consider asking the person to come with you to confer with the person next to be addressed in the 'chain of command'. Work through the chain of command until the problem is solved. It is important to be able to clearly articulate the problem and worthwhile to have already considered some of the possible solutions. Ethically, you should always try to work out the problem to the best of your ability before involving coordinators and/or administrators.

### **Paraprofessionals and Related Services**

Related services are developmental, corrective and/or other supportive services that are required to assist a child with a disability to benefit from special education. Related Services include: adapted physical education, transportation, speech-language pathology and audiology services, physical and occupational therapy, therapeutic recreation, counseling services, rehabilitation counseling, orientation and mobility services, school health services, social work services in school, and parent counseling and training.

The role of related services is to support the unique needs of the special education student in their general education program. The foundation of this approach is the collaboration between general education and special education service providers.

There are ten things every paraprofessional needs to know about related services:

1. Related services support a student's ability to hear, move, speak and/or see.
2. Related services programs include Audiology and the Deaf and Hard of Hearing (DHH) programs for hearing; Occupational Therapy (OT), Physical Therapy (PT), and Adapted Physical Education (APE) for movement; Speech and Language program (LAS) for speaking; and Vision Impairment Program (VI) for seeing.
3. Related Services are provided if a student has a need related to hearing, movement, speech or vision that is described in the student's IEP and designed to support the child's progress in his or her educational program.
4. Paraprofessionals have an important role to play in supporting students who have disabilities related to hearing, movement, speech, or vision and should work with the related service providers to know what supports to provide. (Recognize the role of the related services provider as the supervisor while working with them).
5. Paraprofessionals should develop sensitivity to the specific disability exhibited by the student and respect and maximize the student's need for independence to the fullest extent possible (i.e., to not do everything for the student).
6. Paraprofessionals should ask specific questions of the related services provider(s) to

- know what to do or say to support the student's skill development.
7. Paraprofessionals should expand opportunities for skill development outside of the classroom, i.e., on the playground, in the lunch room or in the locker room and during APE.
  8. On the playground, the paraprofessional can help the nonverbal child use an AAC device to ask for a turn at bat; help the child in the wheelchair play basketball; help the child who cannot hear well focus on the direction of the game; help the blind child get around the playground.
  9. In the lunchroom, the paraprofessional can help the nonverbal child use his or her communication system to make a food choice; help the child with fine motor problems use the techniques designed by the occupational therapist to open a milk carton; help the child who is hard of hearing find a quiet place to sit to talk to his friends; help the child who is blind use Braille to make a food choice.
  10. In the locker room, the paraprofessional working with a student during physical education can provide supervision for a student and assist with dressing and opening lockers; attend the PE class and participate with the student providing the necessary motor support needed, provide assistance to the PE teacher.

In summary, the paraprofessional provides important support for students with disabilities with regard to related services. The paraprofessional encourages students to participate in school activities without unnecessary assistance. The paraprofessional reinforces strategies and skills designed by the student's related services providers(s). The paraprofessional documents and communicates student skill development to related services provider(s) and classroom teacher(s).

### **Working with Students**



Become aware of the specific needs of the students you are assigned to. Understanding program goals (IEP) helps eliminate confusion and provides a better understanding of what the expectations are for the student. It is important to know specifically what the students' limitations are. At the same time, however, it is equally important to know what the students' abilities are. It is very important for our students to be as independent as they can possibly be. 'Hovering' over them and doing too much for them can hinder their progress toward independence.

You are always encouraged to give verbal praise to children or high fives for good work. Do be very careful in regard to age appropriate hugging and touching. Using hand over hand procedures or any physical prompts should never occur unless you are trained and if such action has been approved by your supervising teacher. Also, never verbally berate a child or call them negative names. If in doubt, ask your supervising teacher.

### **Managing the Health Needs of Students in School**

#### **First Aid & CPR**

Every special education paraprofessional must have a current First Aid & CPR Certificate. A First-Aid certificate issued by



a recognized First Aid training program must be obtained within 60 days after appointment and must be kept valid during the term of employment. A CPR Certificate issued by a recognized CPR training program must be obtained within 60 days after appointment and kept valid during the term of employment. Certification earned through on-line programs will not be accepted.

The paraprofessional should learn the location of the first aid equipment and supplies and become familiar with the first aid book. You may be required to administer minor first aid for your students --- treating scratches, scrapes, burns, splinters, and the like. Be sure your teacher is aware of anything of a serious nature.

### **Food Handler's Certificate**

An LAUSD Food Handler's Certificate shall be obtained upon assignment as a trainee and it should be renewed annually. Anyone who assists in preparing food or feeding students is required to have this certificate. The school nurse will assist with this process.

### **Medical Confidentiality**

All student information, including medical information, is confidential. Medical confidentiality is required for all situations including AIDS, Hepatitis B, and Hepatitis C infections. Medical disclosure without the infected person's permission is against the law and subject to both criminal and civil penalties.

### **Universal Precautions**

Universal Precautions means that all employees are required to consider blood and other body fluids as infectious material. If differentiation of body fluid type is difficult or impossible, then all body fluids should be considered infectious. Blood borne pathogens are disease-producing organisms that are transmitted through blood, other potentially infectious material, mucous membranes, and sexual contact. District employees that are reasonably anticipated to incur an occupational exposure to blood or other potentially infectious material (OPIM) during the performance of their job duties are considered to have primary exposure and are offered the Hepatitis B vaccine. Some typical district job classifications that would fall into this primary exposure category include doctors, nurses, plant managers, special education and children's center staff.

### **Work Practice Control**

For the health and safety of everyone in the work community, work place controls have been established. These include minimizing splashing, spraying, and/or splattering of droplets for procedures that involve blood and OPIM. Employees are not to eat, drink, apply cosmetics/lip balm, or apply contact lenses in any area of potential exposure.

Employees need to wear personal protective equipment (PPE). Infectious/biological material needs to be stored in a labeled container, in a separate and designated location.

Hand washing is the single most effective practice to prevent the spread of germs and disease. To effectively wash your hands, use warm running water and soap. Move and rub your hands vigorously for at least 15 seconds before rinsing and drying them. Hands must be washed:

- Before putting on protective equipment prior to working with students
- Before drinking or eating
- Before handling clean utensils or equipment
- Before and after handling student's food
- Before and after assisting or training the student in toileting and feeding
- Before and after going to the bathroom yourself
- After contact with bodily fluids
- After handling diapers, garments or equipment that may be soiled
- After caring for any person
- After removing disposable gloves
- After removing protective equipment

Personal Protective Equipment (PPE) includes gloves, face shields, protective clothing, respiration/CPR masks or barriers. The school nurse will instruct you on which PPE are required for the student you are working with. All PPE should be removed prior to leaving the work area.

Gloves are (preferably) non-latex, single use and disposable. They must be changed or discarded as needed; before, during, and/or after each task, incident, or person is addressed. All district personnel must wear gloves when administering first aid involving blood and/or OPIM and during clean up after an emergency. It is important to remove contaminated gloves in a manner that will prevent cross contamination. This is accomplished by making sure that contaminated surfaces only touch other contaminated surfaces and clean, bare hands should only touch clean areas inside the glove.

### **Soiled Children**

Your actions and your language should communicate a kind, respectful attitude towards the student who has soiled himself. Always use disposable gloves when changing or cleaning children. Clean, dry, and change the child.

Send the soiled clothing home in a plastic bag. Place soiled or wet disposable diapers in a double plastic bag. Put sealed bags in a covered receptacle. If necessary and possible, have the student take a shower. Always wash your hands thoroughly after handling soiled children or materials and disinfect tables, toilets, etc.

### **Diapering**

When diapering a student, always remember to use universal precautions and personal protective equipment.

#### **Equipment and supplies needed:**

- Wet disposable wipes or peri-wash
- Disposable diapers
- Plastic disposable bags
- A changing table with a safety belt
- Roll paper and large disposable towels
- Plastic lined covered receptacle
- Disposable gloves
- Disinfectant for cleaning changing table



### Guidelines for diapering:

- Cover table with roll paper and place all materials in a convenient, close location before starting the procedure
- Place the student on a table with their bottom on a large disposable towel
  - A safety belt must be around the student and above the umbilicus (belly button)
  - NEVER leave a student unattended on the table
- Put on gloves
- Wash from front to back using wet wipe (using each wipe only once)
- Remove dirty diaper
- Wash the buttocks area
- Remove toweling
- Remove and discard gloves before you handle a clean diaper. Dispose of the gloves in the plastic bags
- Put on a pair of clean gloves
- Place a clean diaper on the student and redress the student.
- Remove the student from the table
- Wash the table top with disinfectant; rinse and dry the surface; remove gloves and place in plastic bag; tie plastic bag and place in proper receptacle
- Wash the student's and your hands

### Toileting

Independence should be encouraged in the use of the bathroom. Both teachers and assistants are to supervise during the toileting period if necessary. All bathroom incidents or mishaps are to be reported to the teacher or administrator immediately. Stress to children that they should wash their hands after toileting. Encourage children to use soap dispenser properly; turn sink water off; clean up the area; and put paper towels in the trash can. Changing tables should be covered with disposable towels and disinfected after each use.

Again, there should always be adult supervision whenever toileting is involved. As with diapering, place all materials in a close, convenient place before starting. Never place clean supplies on the floor.

A student should use the same potty chair each time, if possible. A male student who uses a urinal must have his own urinal marked with his name and kept in the bathroom on a shelf and not on the floor. A student should not sit on the toilet for any longer than (10) minutes.

### Key points for toileting:

- Toileting should be avoided during feeding time whenever possible
- The potty should be emptied and cleaned after each student use
- Always wear gloves when assisting with toileting
- You will need to supervise continually for the student is to master the procedure
- Place any soiled diapers in a plastic bag, tie the bag, and place it in a plastic lined receptacle.
  - Never leave a soiled diaper on the floor
- Teach the child to wipe from front to back and to discard toilet tissue into toilet or potty chair
- If the rectal area is still unclean, clean the area with wet disposable towels or peri-wash (from front to back)
- Remove your gloves and wash your hands and the student's hands

## **Transferring Students with Disabilities**

It is imperative to learn how to transfer students safely to prevent injury to the student and yourself. There are (8) types of transfers. They are: from floor to wheelchair; from wheelchair to chair, to a toilet, to a changing table, to a standing table, to a walker, to a tumble form, and from a wheelchair to a vehicle. Regardless of the type of transfer, there are (10) “rules,” or Ten Commandments of Body Mechanics, to be followed.

1. Do not attempt to lift alone if there is any doubt in your mind about your ability to do so
2. Check your footing; it should be firm and secure and your feet should be apart to give a broad base of support
3. Get a secure grip on the person being handled
4. Keep your back straight, bend your knees, hips and ankles; and then lift by straightening your legs
5. Take a deep breath and contract your stomach muscles
6. Keep the weight being lifted close to your body
7. Lift smoothly with no quick or jerky motions
8. Do not over each or stretch; keep your arms at normal height and your elbows close to your body
9. Place one foot in front of the other; move by shifting your body weight from one foot to another
10. Do not twist your body; but rather, shift the position of your feet



Remember, when transferring a student, you need to plan ahead before moving them. Concentrate on the student and not the disability and always let the student know what you are doing before you do it. Each student has different needs, and all staff members must maintain good physical and mental health. For the safety of the student and the paraprofessional, it is important to always maintain proper body mechanics.

## **Medication**

No medication should be administered by any school personnel without a written order from a physician. Included are all prescription and non-prescription medications, such as Aspirin, ointments, drops, etc. If the child is mature enough to assume the responsibility of taking of taking his own medication during school time, the school must be informed by the parent of the name of the medication and the instructions for it. Be sure to follow the school’s policy regarding storing and dispensing medication. If at all possible, medication should be administered outside of school hours

## **Seizure Management**

First aid for seizures includes:

- Remaining calm (note the time)
- Protecting the student from injury
- Positioning the student on their side
- Do not put anything in the student’s mouth
- Do not offer the student anything by mouth until they are fully awake

### During a generalized seizure

When a student is having a seizure, he/she needs to be observed. The physical conditions that you are watching for: stiffening, jerking, extremities involved, response to verbal stimuli, falls, incontinence of urine or stool, staring and sleeping afterwards. It will be necessary to call 911 if the seizure lasts for more than 5 minutes with no Diastat order, there is a presence of cluster seizures, there is a change in seizure pattern, the student has trouble breathing or if the student is seriously injured.

If Diastat is ordered, administer after (5) minutes of seizing or as ordered by a doctor. (NOTE: Never administer Diastat unless trained by the school nurse). Remain with the student and observe him/her for breathing difficulty or change in color. The seizure should subside in fifteen (15) minutes. If the seizure worsens or the student has breathing difficulty, call 911.

### After a seizure:

Stay with the student until he/she is fully recovered or until the paramedics arrive. The student should be allowed to rest. Observations need to be recorded on a seizure log noting time of onset and duration, body movement, treatment given, and condition after seizure. The school nurse should be notified immediately.

If this is the first seizure episode, the parents should be notified immediately. If there was a change in the seizure pattern, send home a copy of the seizure log for the parent. It is also important that follow-up be conducted with the parent regarding new instructions for the student's care.

The school nurse always needs to be informed when a seizure has occurred. The nurse needs to be consulted for follow-up

### Epi-Pen Administration

An allergic reaction is a hypersensitive response to a foreign substance. Anaphylaxis is a severe allergic reaction, which may be fatal, and usually involves more than one part of the body. It can occur immediately or up to one hour after exposure. The shorter the interval between exposure and reaction, the more serious the reaction will be. The symptoms of anaphylaxis are: hives; swelling of the eyes, skin, face, tongue or throat; difficulty in breathing; nausea, vomiting, diarrhea; and/or fainting. Common food substances that may cause anaphylaxis are peanuts, dairy products and shellfish. Other substances that cause this type of reaction are medications, venom from insect bites and stings, latex products, pollens, molds, animal dander, mites, chemicals and exercise.



If the Epi-Pen needs to be used, call 911. Remove the grey cap and place the black tip on the outer thigh pushing firmly and counting to ten (10). This used Epi-Pen is to be placed back in the amber case and sent with paramedics. After administering the Epi-Pen, reassure the student and cover him/her with a blanket while waiting for the paramedics to arrive. Then, document on the school Medication Record and complete an incident report. You'll receive child specific training if there's a child at your school who requires an Epi-Pen.

## **Managing Diabetes at School**

Diabetes affects the way the body converts food into energy. Sugars and starches in food are broken down into glucose. Insulin, a hormone produced in the pancreas, is needed for glucose to be converted to energy in the body's cells. In diabetes, the pancreas does not produce enough insulin or the insulin produced is not used effectively. Diabetes Mellitus is a chronic condition that requires life long treatment and management. The number of students with Diabetes Mellitus has been increasing. The goal of diabetes management is to prevent long term complications by keeping blood sugar levels as close to normal as possible. This requires more frequent blood testing and insulin administration students may experience more episodes of low blood sugar. There can be several long term complications from diabetes. These include blindness, kidney disease, heart disease, stroke and amputations.

There are three types of Diabetes:

- Insulin Dependent (Type I)
- Non-insulin Dependent (Type II)
- Gestational Diabetes

Type I Diabetes is managed by balancing diet, physical activity, and insulin and by testing blood glucose levels and treating low blood sugar.

### **Low Blood Sugar (Hypoglycemia)**

Low blood sugar, also know as hypoglycemia, is caused by a lack of food consumption, too much insulin or increased physical activity. Because hypoglycemia comes on quickly, the student must have prompt treatment as this does NOT go away by itself. Mild signs of hypoglycemia are sweating, shaking and hunger. Moderate signs, in which the student will need assistance to treat, are headache, fast heart beat and mood changes. Signs of severe low blood sugar, which is a life threatening emergency, are unconsciousness and/or convulsions.

Treatment of low blood sugar includes testing the blood sugar, if equipment is available; eating foods with fast acting sugar, like glucose tabs, fruit juice, regular soda, hard candy or sugar packets or glucose gel; retesting the blood sugar in 15 minutes; then eating a meal or complex carbohydrate snack.

### **High Blood Sugar (Hyperglycemia)**

High blood sugar, also known as hyperglycemia, is caused by excessive consumption of food, not enough insulin, and/or stress or illness. Unlike hypoglycemia, high blood sugar has a gradual onset. The signs of hyperglycemia include extreme thirst and/or hunger, frequent urination, blurred vision and/or nausea.

The goal for students with Diabetes at school is to make them as independent as possible. Students may need accommodations while at school which could include the following: access to water and use of the restroom when needed, allowing them to eat snacks as needed and/or allowing them to test their blood sugar level when/where it is necessary. All of this can be accomplished when there is a team of trained staff members trained by the school nurse to assist a student with their Diabetes management.



# Characteristics of Disabilities and Instructional Strategies

## **LEARNING ABOUT STUDENTS WITH SPECIAL NEEDS**

The following information is meant to serve only as an introduction to students with special needs. Each student is first an individual with individual needs. Not all students will fit into all the descriptions nor will they be educated in the same way. Talk in depth with your supervising teacher to learn the best way to work with each student. The overall goal of each student is to develop skills that will enable them to function effectively in society and their environment.

Here are some guidelines worth remembering:

- Treat each child as an individual
- Be kind consistent and firm
- Allow each child to be as independent as possible
- Be positive with each child! Give many verbal and non-verbal praises
- Ask your teacher to demonstrate new tasks or skills

## **CHARACTERISTICS OF DISABILITIES AND INSTRUCTIONAL STRATEGIES**

### **Autism (AUT)**

Autism is a developmental disability which usually affects communication and social interaction. The cause of autism is not known, however, the number of children diagnosed with autism has greatly increased over the last decade. Other terms of classifications for autism may include Asperger's (a high functioning autism) or Pervasive Developmental Disorder.

General Characteristics

- Difficulty with social interactions (playing or relating to children and adults)
- Engage in repetitive activities (repeating phrase or story, performing same motor task over and over)
- Resistant to changes in routine
- Unusual responses to environment (sensitive to sounds, lights)
- Varying levels of intelligence (many children with autism are average or above average intelligence, some also have mental retardation)

Teaching Strategies:

- Need highly structured and predictable schedule
- Student needs time to prepare if schedule changes
- Be consistent with student
- Allow enough time for the student to respond
- Give lots of praise

### **Emotional Disturbance (ED)**

A child with an emotional disturbance has difficulty learning due to an extreme behavior or mental illness. Students' behaviors may either be aggressive in nature (striking out, uncooperative) or displays conflicts such as depression or anxiety which may cause the student to withdraw. It is often difficult to determine the cause of an emotional disturbance.

General Characteristics:

- Inappropriate types of behavior or feelings
- May seek attention by aggression
- Uncooperative

- Often have trouble getting or keeping friends
- Resists authority

#### General Teaching Strategies

- Be very consistent when dealing with behaviors
- Learn what might trigger a student's non-compliant behavior and work with the student to de-escalate any problems
- Learn, use and follow the student's Behavior Support Plan
- Check with the teacher so that you know what to do when behaviors occur
- NEVER use physical restraint unless you are trained and approved by supervising teacher
- Remember, the student misbehaves because he/she has a disability; the student may or may not be able to voluntarily control the behavior
- Help the student to determine good or inappropriate behavior
- Don't hold grudges or take issues personally-start each day with a 'clean slate'
- Continue to show respect to the student in spite of continued behaviors
- Allow enough time for the student to respond
- Give lots of praise



#### **Deaf and Hard of Hearing (DHH)**

There is a wide range of hearing loss. Some children may only hear very loud sounds while others hear normally except for specific low or high pitches. The term deaf implies that a person has severe hearing loss and relies primarily on lip reading or sign language for communication.



#### General Characteristics:

- Language and speech delay
- Different voice characteristics
- May misunderstand information presented
- Difficulty understanding concepts that are not concrete
- Takes things literally

#### Teaching Strategies:

- Use as many visual cues as possible
- Speak clearly and at a normal pace
- Face the student when talking
- Get the child's attention before speaking
- Make sure the child is seated close to speaker
- Allow enough time for the student to respond
- Give lots of praise

#### **Specific Learning Disability (SLD)**

- Students may have poor achievement in one or more academic areas such as reading, speaking, thinking, memory, spelling or math
- Students may have difficulty processing information either visually or through spoken language
- The learning disability is usually a life long condition

General Characteristics:

- Usually average to above average intelligence
- Distractible / easily frustrated
- Low self-esteem

Teaching Strategies:

- Teach the student compensation strategies
- Allow extra time
- Use the students' strengths to work on difficult areas
- Allow enough time for the student to respond
- Give lots of praise



**Mental Retardation (MR)**

A child with significant overall delays in thinking, communication and life skills.

General Characteristics:

- Require more time and repetition to learn things
- Immature for age

Teaching Strategies:

- Keep instructions concrete
- Provide lots of practice opportunities
- Demonstrate to student, don't just tell
- Allow student to be as independent as possible
- Allow enough time for the student to respond
- Give lots of praise

**Multiple Disabilities (MD)**

Students with a combination of several disabilities, severe in nature, such as mental retardation and a physical or sensory (hearing or vision) disability.

General Characteristics:

- Low cognitive ability
- Often need assistance in daily activities or tasks (eating, toileting, mobility)
- Goals primarily non-academic (life skills)

Teaching Strategies:

- Respect each student's dignity
- Learn how each student communicates
- Celebrate current skills and accomplishments
- Allow enough time for the student to respond
- Give lots of praise

**Orthopedic Impairment (OI)**

Physical (motor) difficulties in mobility, writing, sitting; common physical disabilities are cerebral palsy & spina bifida.

General Characteristics:

- Hard to control limbs

- Involuntary movements
- May need assistance with toileting, eating and general life skills

Teaching Strategies:

- Remove or accommodate barriers for student
- Allow students to be as independent as possible
- Speak to person on their level (sit down if they are in wheelchair)
- Allow enough time for student to respond
- Give lots of praise

### **Speech/Language Impairment (SLI)**

Difficulty in understanding or expressing language; stuttering or unusual voice characteristics.

General Characteristics:

- Delay in language concepts (sentence length, vocabulary)
- Hard for others to understand

Teaching Strategies:

- Model good speech and language at or slightly above student's level
- Don't talk for student
- Encourage student
- Ask student to repeat if you did not understand
- Allow enough time for student to respond
- Give lots of praise

### **Visual Impairment (VI)**

Significant vision impairment.

General Characteristics:

- May tire easily visually
- May need assistance in moving from place to place

Teaching Strategies:

- Don't lead child if assisting in walking (sighted guide)
- Let the student take hold of your arm
- Speak directly to the child and let child know who you are if unfamiliar
- May need magnifying glass, large print books or Braille
- Allow enough time for student to respond
- Give lots of praise



\*(Source: Paraeducator Handbook, Sedgwick County Educational Services Interlocal Cooperative #618, 620 Industrial Rd., Goddard, Kansas 67052)

### **Additional Strategies When Working with Students:**

- Read aloud to a student or group of students
- Encourage the student to read aloud to you
- Help the student to select books from the classroom library
- Help the student learn how to use individualized materials
- Drill a student or a small group of students on facts to reinforce skills
- Monitor small group work
- Prepare daily positive feedback reports
- Assist students in use of clay, finger paint, woodworking, etc.
- Check on goal setting and provide feedback to student
- Help a student to use reading labs, manipulative math materials, etc.



### **Additional Duties When Working with a Teacher:**



- Make instructional aids
- Put up students' work for display
- Create bulletin boards
- Encourage students to keep the learning environment clean
- Operate film projectors, VCRs, overhead projectors, etc.
- Ready easel, clay, finger paint, and other projects
- Participate in discussions and lessons

### **EFFECTIVE BEHAVIOR SUPPORT TECHNIQUES**

- Students should be taught behavioral expectations
- Students should be reinforced for rule-following behavior
- Be firm; communicate that you mean what you say
- To increase compliance, use clear commands with less than 5 words in the sentence
- Offer choices
- Reinforce attempts to comply (shaping behaviors)
- Make simple commands (“sit down now”) and demonstrate command
- Do not use term “bad” (as in “your behavior is bad”). Try to use “inappropriate” or “unacceptable”
- Follow through with all discipline and reward situations
- Maintain a good sense of humor with students whenever possible
- Give immediate feedback; encourage students to correct mistakes
- Let the students know when they do well; show enthusiasm
- At all times, encourage students to think through situations and be independent
- Talk to student regarding specific behaviors, not about the student
- Give one direction at a time

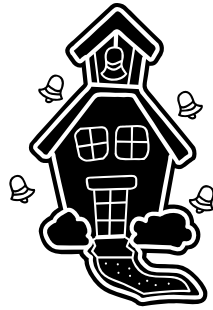
## **Here are some thoughtful ways of dealing with persons with special needs:**

- See the person who has a disability as a “person”—like anyone else.
- Do not treat a person with a disability as if he or she were sick. A person with disability may be very healthy. Remember, disabilities are not contagious.
- Appreciate what the person can do. Remember that difficulties may stem more from society’s attitudes and environmental barriers than from the disability.
- Always ask a person with disability if they want assistance before you help them. Sometimes they want to do things for themselves.
- Understand that the life of a person who has a disability can be interesting.
- Be tolerant of differences. If a person with disability doesn’t ask or answer you the way you expect, it is probably because of his/her disability.
- Speak directly to the person with a disability rather than through a third party. Help draw the person into the group. If the subject of the disability comes up, discuss it with the person rather than with others who may not be present.
- Be considerate of the extra time it might take the person with disability to get things done. Let the person set the pace in walking or talking.
- Treat all people with respect and courtesy.

## **Do you want to be the best special education paraprofessional? What are the qualities of an effective special education paraprofessional? \***

- Needs to be able to accept and deal with changes. Schedules, student assignments, techniques, routines are all subject to change.
- Follows through with instruction of supervisor and team of professionals. Regards all team members with respect, realizing all important contributing members to the students’ progress.
- Needs to be a willing learner. Listens, asks questions, follows instruction and asks for clarification from supervisor. Always directs questions and concerns to the supervisor first, who then routes questions and information.
- Keeps accurate regards as instructed by supervisor and team, such as program data, contacts from parents and any concerns or observations about a child’s health and safety, etc.
- Keeps information about a student and their family private and confidential as Public Law 105-14 (IDEA) and FERPA require. Knows what is heard and seen in school stays in school. Remembers information is not to be used as conversation or gossip in the lounge with school staff or in the community.
- As situations arise with students or others, remembers to STOP, THINK, and then ACT. Mature attitude and behavior are a must.
- Realize the importance of listening to instructions and training in techniques. View work with students as important. Therefore, any details, observations or concerns about a student are noted.
- Views work as a challenge not as insurmountable obstacles. Utilizes follow-through, creativity and persistence.
- Has a strong belief in the importance of work with students. Realizes the negative to positive image one can give to others through comments, gestures, expressions, and behaviors. Therefore, chooses to emphasize the positive “We can!” attitude knowing that trying on a daily basis eventually leads to success.

\*(Source: Paraeducators in Special Education: A Growing Necessity and Responsibility, Arizona Department of Education)



## Resources

## Resources

LAUSD Special Education Website: [www.sped.lausd.net](http://www.sped.lausd.net)

The website provides Division updates on current programs and services as well as a comprehensive list of supports and services, parent resources, professional development, research-based practices, web-links, e-library (for memoranda, reference guides, and bulletins), calendar of events and employment opportunities.

Telephone: 213-241-6701

The Paraeducator Career Ladder: [www.teachinla.com/ladder](http://www.teachinla.com/ladder)

Career Ladder provides current participants and persons interesting in joining the program with what they need to get on track and stay on track towards their degrees and teaching credentials. These include Ladder Forums, Annual Conferences, Education Advisement, CBEST and CSET Preparation Seminars, Hiring Assistance, and Tuition reimbursement.

Telephone: 213-241-4571

Organizational Excellence [www.oetraining.net](http://www.oetraining.net)

The unit provides continuous and customized training services for classified employees. Classified employees attend top quality training sessions in convenient locations and at no personal cost. The training covers a wide range of topics that include customer service, telephone courtesy, communication, interpersonal relations, time management, conflict management, workplace diversity, supervision, leadership and more. Organizational Excellence programs are designed to offer the latest strategies, tools, and information to classified employees.

Telephone: 213-353-4300

Learning Zone <https://lz.lausd.net>

Provides training online to district employees.

Classified Employment Transaction Services Branch

This branch provides information regarding assignments and placements of employees, change of class, reassignments and substitutes.

Telephone: 213-241-6300

Classified Career Source Center

The Personnel Commission has installed several computer kiosks around the district to provide easy access to this Classified Career Source Center website and related employment information and services.

Visit one of the locations:

***Main Employment Offices***

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**Classified Recruitment Branch  
(Mon-Fri 8am-4:30pm)**

1543 Shatto Street  
Los Angeles, CA 90017  
Tel: (213) 353-4200 Fax: (213) 413-0350

**Personnel Selection Branch (Testing)  
(Mon-Fri 8am-4:30pm)**

1543 Shatto Street  
Los Angeles, CA 90017  
Tel: (213) 353-4211 Fax: (213) 353-4210

***Area Employment Offices***

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**"Mid-Cities" Classified Employment Office  
(Mon-Fri 8am-4:30pm)**

944 West 77th Street  
Los Angeles, CA 90044  
Tel: (323) 753-3321 Fax: (323) 752-2673

**"Valley" Classified Employment Office  
(Mon-Fri 8am-4:30pm)**

6505 Zelzah Avenue  
Reseda, CA 91335  
Tel: (818) 654-1600 Fax: (818) 609-1012

**LAUSD Personnel Commission**

333 South Beaudry Avenue, 12<sup>th</sup> Floor  
Los Angeles, CA 90017  
Monday- Friday, 8:00 AM – 4:30 PM

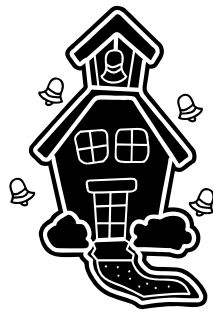
Job Hotline: (866) 297 JOBS [www.lausdjobs.org](http://www.lausdjobs.org)

For Class/Job Descriptions: Go to LAUSD website. Click Employment. Click Personnel Commission. Click Job Descriptions. Scroll down to Health Care Assistants or Special Education Assistant or Special Education Trainee.

Payroll Services <http://notebook.lausd.net/portal/page>

The Payment Section is responsible for processing salary payments for most district employees. Staff also analyzes, verifies and processes adjustment time records and handles telephone inquiries relating to payment issues and communicates with the various bargaining unit's representatives relating to employee's payroll grievances. Staff maintains jury duty payments and reimbursement records and processes rate corrections/adjustments for certificated and classified personnel. Payment Section also processes temporary disability payments for eligible employees on worker's compensation and provides interpretation of Board Rules, Education Codes and union contracts, regarding payroll issues to time-reporters, administrators, and employees.

Telephone: 213-241-6670



## Sources

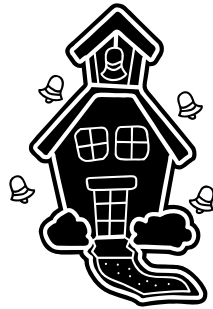
## **SOURCES**

**Handbook for Special Education Trainees and Special Education Substitutes, Los Angeles Unified School District, Division of Special Education and Organizational Excellence Classified Training, Revised 2001**

**Paraeducator Handbook, Sedgwick County Educational Services Interlocal Cooperative #618, 620 Industrial Rd., Goddard, Kansas 67052, 2001-2002**

**Paraeducators in Special Education: A Growing Necessity and Responsibility, Arizona Department of Education**

**The NEA Paraeducator Handbook, Making Public Schools Great for Every Child, NEA ESP Quality, 1201 16<sup>th</sup> Street, NW, Washington DC 200036, 2003**



# Appendix

SPECIAL EDUCATION ASSISTANT	4571
SPECIAL EDUCATION ASSISTANT (MALE)	4566
SPECIAL EDUCATION TRAINEE	4575
SPECIAL EDUCATION TRAINEE (MALE)	4562
SPECIAL EDUCATION TRAINEE (RESTRICTED)	

## DEFINITION

A Special Education Assistant assists teachers by caring for the physical needs of students with disabilities and helping in their training and education through the presentation of educational materials or exercises. Special Education Trainees assist teachers in caring for students' physical needs and in presenting educational material and developmental exercises while learning the duties and responsibilities of a Special Education Assistant through a combination of experience and formal education. The counterpart classes with parenthetical designation in their titles are assigned duties similar to those of the classes with the same basic title.

## TYPICAL DUTIES

Performs a variety of activities pertinent to training, physical care, disciplining, and tutoring in order to inculcate habits, knowledge, and skills in students with disabilities.

Assists teachers in implementing lessons or portions of lessons to a student or a group of students, checks accuracy of work, and presents additional assignments as directed by a teacher.

Helps students to use books, classroom materials, and equipment.

Adjusts or rephrases portions of text and classroom instructions.

Keeps routine records related to recording attendance, grades, test scores, and lunch money.

Assists teachers with use of electronic equipment and presentation of materials and methods to reinforce lessons to students.

Assists teachers in directing activities or assigned groups of students.

Lifts students in and out of holding or locomotive devices and on and off buses when trained by appropriate staff.

Assists students with all aspects of toileting which may include diapering and lifting on and off the toilet, changing tables, and mats when trained by appropriate staff.

Assists students with the use of mobility equipment, such as leg braces, walkers, mobile standers, and tricycles when trained by appropriate staff.

Assists teachers in working with students who may be demonstrating such behaviors as hitting, biting, scratching, and running, and works as a member of a team to implement the behavior support plan and/or crisis plan when trained by appropriate staff.

Under the teacher's direction, participates in data collection on behaviors as part of behavior support plan development and implementation.

Assists teachers in maintaining an environment conducive for learning and encouraging appropriate behavior by the students using a consistent team approach.

Assists teachers in carrying out positive reinforcement procedures and reactive strategies indentified in a behavior support plan, such as prompting student to switch to functionally equivalent replacement behavior and debriefing during the school day.

Assists teachers on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations.

Assists bus drivers in maintaining discipline and responding to the physical needs of students.

Supervises a group of students in the temporary absence of the responsible teacher when notified.

May obtain food from the kitchen, serves food, and feeds students or helps them to feed themselves.

- May make minor adjustments on special equipment such as wheel chairs, crutches, braces, standing tables, and gurneys when trained by appropriate staff.
- May act as a resource regarding student issues at Individual Education Plan (IEP) meetings, if requested.
- May take student temperatures, administer first aid, and provide basic nursing care as directed or authorized by a School Nurse.
- May carry out the instructions of a Supervising Special Education Assistant or certificated employee to implement special physical handling, care, or exercises prescribed by doctors, nurses, or therapists when trained by appropriate staff.
- May work with teachers, agencies, and private companies to assist in making job placements for graduates of vocational courses and may take students to job interviews.
- Performs related duties as assigned.

## DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Special Education Trainee performs beginning-level work of gradually increasing responsibility in assisting in meeting the physical and educational needs of students in special education schools and classes. A Special Education Trainee (Restricted) is hired in accordance with the provisions of Education Code Section 45259.

A Special Education Assistant assists teachers in the presentation and positive reinforcement of instructional materials and cares for the physical needs of students with disabilities.

The (Male) counterpart of the above classes performs the same duties as the basic class and provides physical care of an intimate nature for students of the designated sex.

A Supervising Special Education Assistant supervises Health Care Assistants and Special Education Assistants and Trainees and coordinates scheduling and assignments related to classroom, playground, and cafeteria duties.

## SUPERVISION

General supervision is received from a Supervising Special Education Assistant or a certificated administrator. Work direction is received from a teacher. No supervision is exercised.

## CLASS QUALIFICATIONS

### Knowledge of:

- Physical and emotional needs of children at various age levels
- General nature and causes of physical, mental, and emotional disabilities
- First aid techniques
- Functioning of special equipment, such as wheel chairs and braces

### Ability to:

- Speak English using good vocabulary
- Gain students' confidence
- Communicate and relate effectively with students
- Act calmly and appropriately in emergencies
- Take orders and follow instructions accurately
- Assist in feeding and toileting of students with special needs

Special Physical Requirement:

Sufficient strength to safely lift and carry objects or assist in lifting students of varying weights

ENTRANCE QUALIFICATIONS

Special Education Trainee and Counterpart Class

Education and Experience:

Possession of a HS diploma or equivalent AND one of the following:

Pass the District Proficiency Test and Possession of an AA or higher degree, or 60 semester or 90 quarter units from a recognized college or university.

OR

Pass the District Proficiency Test and the Instructional Assistance Test and have 600 hours of paid experience or verifiable supervised volunteer experience providing physical or instructional assistance to disabled individuals in a school, pre-school, hospital, or other education program, or 600 hours of verifiable experience as a student teacher in a school for disabled students

Those who are on Paraeducator Career Ladder participant at Level 3, need 600 hours as a paraeducator for LAUSD.

Special Education Assistant and counterpart class

Education:

Twelve college semester units or 18 quarter units in courses directly related to the instruction, physical care, or well-being of children with disabilities. Such courses are most likely to be offered in the following areas: special education, child development, psychology, health, and education. Successful completion of a course in language signing or Braille offered by the District or a recognized college or university may be substituted for three of the twelve required semester units.

Experience:

One year of paid experience in an education program for children with disabilities and current status as a permanent Special Education Trainee.

Special:

A Los Angeles Unified School District Food Handler's Certificate must be obtained upon appointment and renewed annually.

A First-Aid Certificate issued by a recognized First Aid training program must be obtained within 60 days after appointment and must be kept valid during the term of employment.

Ability to communicate in a language in addition to English may be required for some positions.

A valid California Driver License and use of an automobile may be required for some positions.

A CPR Certificate issued by a recognized CPR training program must be obtained within 60 days after appointment and kept valid during the term of employment.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or change typical duties of the position at any time.

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PH

Class Code

HEALTH CARE ASSISTANT	4700
HEALTH CARE ASSISTANT (MALE)	4701

## DEFINITION

A Health Care Assistant assists teachers and nurses by helping in the training and education of disabled students by presenting educational material or exercises and applying approved medical procedures. The male-designated class is used for positions that require intimate physical care of male students.

## TYPICAL DUTIES

- Performs or assists the School Nurse with basic nursing care and protocols. These protocols may include: catheterization, gastrostomy tube feeding, oral suctioning, ostomy care, tracheostomy suctioning, and other procedures as assigned by the School Nurse.
- Performs a variety of activities pertinent to training, disciplining, and tutoring in order to inculcate habits, knowledges, and skills in disabled students.
- Presents lessons to a student or group of students and may check accuracy of students' work and present additional assignments as directed by the teacher.
- Keeps routine records related to attendance, grades, test scores, and lunch money.
- Operates audio-visual equipment and uses other materials and methods to assist teachers in presenting educational subjects to students.
- Assists students in using books, classroom materials, and equipment.
- Carries out the instructions of a Supervising Special Education Assistant or certificated employee to implement special physical handling, care, or exercises prescribed by doctors, nurses, or therapists.
- Cleans medical equipment as prescribed by the School Nurse.
- Administers prescribed medication as directed by the School Nurse.
- Assists teachers in maintaining discipline and encouraging acceptable behavior by the students.
- Assists teachers in directing learning activities and acts as play leader for assigned groups of students.
- May assist teachers on field trips by helping students meet physical needs, maintaining discipline, and reinforcing learning situations.
- May lift disabled students in and out of holding or locomotive devices and on and off buses.
- May extract or rephrase portions of textbooks and classroom instructions.
- May work with teachers, agencies, and private companies to assist in making job placements for disabled graduates of vocational courses and may take students to job interviews.
- May make minor adjustments on special equipment, such as wheel chairs, crutches, braces, standing tables, and gurneys.
- May obtain food from kitchen, serve food, and feed students or help them feed themselves.
- May supervise a group of disabled students in the temporary absence of the responsible teacher.
- Performs related duties as assigned.

## DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Health Care Assistant performs authorized medical procedures for disabled students in addition to performing the duties of a Special Education Assistant.

A Supervising Special Education Assistant supervises Special Education Assistants, Trainees, and Health Care Assistants, and coordinates scheduling and assignments to classroom, playground, and cafeteria duties.

A Special Education Assistant assists teachers in the presentation and positive reinforcement of instructional materials and cares for the physical needs of students with disabilities.

The Male counterparts of these classes perform the same duties as the basic class and provide physical care of an intimate nature for male students.

## SUPERVISION

General supervision is received from a Supervising Special Education Assistant or a certificated administrator. Technical supervision over special medical procedures is received from a School Nurse. No supervision is exercised over other employees.

## CLASS QUALIFICATIONS

### Knowledge of:

- Physical and emotional needs of students at various age levels
- General nature and causes of physical, mental, and emotional disabilities
- First-aid techniques
- Oral suctioning, gastrostomy tube feeding, catheterization, tracheostomy suctioning, and ostomy care
- Functioning of special equipment, such as wheel chairs and braces

### Ability to:

- Speak English clearly
- Gain students' confidence
- Communicate and relate effectively with students and parents
- Act calmly and effectively in emergencies
- Take orders and follow instructions accurately

### Special Physical Requirements:

- Ability to speak clearly and loudly enough to be heard throughout a classroom
- Ability to safely lift and carry or assist in lifting and carrying students of varying weights

## ENTRANCE QUALIFICATIONS

### Education:

Paraprofessionals who provide instructional assistance are required to pass the District Proficiency Test and possess a high-school diploma or General Education Development (GED) and one of the following:

1. Completion of 60 semester units or 90 quarter units from a recognized college or university;

OR

2. Possession of an associate's or higher degree, from a recognized college or university;

OR

3. Receipt of a passing score on the Instructional Assistance Test.

Paraprofessionals hired on or before January 8, 2002 will have until June 30, 2006 to complete the above requirements.

Twelve college semester units or 18 quarter units in courses such as child growth and development, sociology, psychology, health, education, or courses directly related to the physical care or psychology of the disabled are required. Additional courses in art, English, history, mathematics, and nursing are preferable.

Experience:

One year of paid experience assisting teachers in providing classroom instruction and in caring for the physical and social needs of students with disabilities.

or

One year of paid experience in an education program for children with disabilities and current status as a permanent Special Education Assistant.

Special:

A Los Angeles Unified School District Food Handler's Certificate must be obtained upon appointment and renewed annually.

A First-Aid Certificate issued by a recognized training program must be kept valid during the term of employment.

A CPR Certificate issued by a recognized training program must be secured within 60 days after appointment and kept valid during the term of employment.

Ability to speak a foreign language may be required for some positions.

A District Health Care Assistant Certificate is required at the time of appointment.

A valid California Driver License and use of an automobile may be required for some positions.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or change typical duties of a position at any time.

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## ***CEC Knowledge and Skill Base for All Beginning Special Education Paraeducators***

<b>Special Education Standard #1:</b>	<b><u>Foundations</u></b>
<b>Knowledge:</b>	
PE1K1	Purposes of programs for individuals with exceptional learning needs.
PE1K2	Basic educational terminology regarding students, programs, roles, and instructional activities.

<b>Special Education Standard #2:</b>	<b><u>Development and Characteristics of Learners</u></b>
<b>Knowledge:</b>	
PE2K1	Effects an exceptional condition(s) can have on an individual's life.

<b>Special Education Standard #3:</b>	<b><u>Individual Learning Differences</u></b>
<b>Knowledge:</b>	
PE3K1	Rights and responsibilities of families and children as they relate to individual learning needs.
PE3K2	Indicators of abuse and neglect.
<b>Skills:</b>	
PE3S1	Demonstrate sensitivity to the diversity of individuals and families.

<b>Special Education Standard #4:</b>	<b><u>Instructional Strategies</u></b>
<b>Knowledge:</b>	
PE4K1	Basic instructional and remedial strategies and materials.
PE4K2	Basic technologies appropriate to individuals with exceptional learning needs.
<b>Skills:</b>	
PE4S1	Use strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives.
PE4S2	Assist in adapting instructional strategies and materials as directed.
PE4S3	Use strategies as directed to facilitate effective integration into various settings.
PE4S4	Use strategies that promote the learner's independence as directed.
PE4S5	Use strategies as directed to increase the individual's independence and confidence.

## ***CEC Knowledge and Skill Base for All Beginning Special Education Paraeducators***

<b><u>Special Education Standard #5:</u></b>	<b><u>Learning Environments and Social Interactions</u></b>
<b>Knowledge:</b>	
PE5K1	Demands of various learning environments.
PE5K2	Rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs.
<b>Skills:</b>	
PE5S1	Establish and maintain rapport with learners.
PE5S2	Use universal precautions and assist in maintaining a safe, healthy learning environment.
PE5S3	Use strategies for managing behavior as directed.
PE5S4	Use strategies as directed, in a variety of settings, to assist in the development of social skills.

<b><u>Special Education Standard #6:</u></b>	<b><u>Language</u></b>
<b>Knowledge:</b>	
PE6K1	Characteristics of appropriate communication with stakeholders.

<b><u>Special Education Standard #7:</u></b>	<b><u>Instructional Planning</u></b>
<b>Skills:</b>	
PE7S1	Follow written plans, seeking clarification as needed.
PE7S2	Prepare and organize materials to support teaching and learning as directed.

<b><u>Special Education Standard #8:</u></b>	<b><u>Assessment</u></b>
<b>Knowledge:</b>	
PE8K1	Rationale for assessment.
<b>Skills:</b>	
PE8S1	Demonstrate basic collection techniques as directed.
PE8S2	Make and document objective observations as directed.

## ***CEC Knowledge and Skill Base for All Beginning Special Education Paraeducators***

<b>Special Education Standard #9:</b>	<b>Professional and Ethical Practice</b>
<b>Knowledge:</b>	
PE9K1	Ethical practices for confidential communication about individuals with exceptional learning needs.
PE9K2	Personal cultural biases and differences that affect one's ability to work with others.
<b>Skills:</b>	
PE9S1	Perform responsibilities as directed in a manner consistent with laws and policies.
PE9S2	Follow instructions of the professional.
PE9S3	Demonstrate problem-solving, flexible thinking, conflict management techniques, and analysis of personal strengths and preferences.
PE9S4	Act as a role model for individuals with exceptional learning needs.
PE9S5	Demonstrate commitment to assisting learners in achieving their highest potential.
PE9S6	Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator.
PE9S7	Maintain a high level of competence and integrity
PE9S8	Exercise objective and prudent judgment.
PE9S9	Demonstrate proficiency in academic skills, including oral and written communication.
PE9S10	Engage in activities to increase one's own knowledge and skills.
PE9S11	Engage in self-assessment.
PE9S12	Accept and use constructive feedback.
PE9S13	Demonstrate ethical practices as guided by the CEC Code of Ethics and other standards and policies.

<b>Special Education Standard #10:</b>	<b>Collaboration</b>
<b>Knowledge:</b>	
PE10K1	Common concerns of families of individuals with exceptional learning needs.
PE10K2	Roles of stakeholders in planning an individualized program.
<b>Skills:</b>	
PE10S1	Assist in collecting and providing objective, accurate information to professionals.
PE10S2	Collaborate with stakeholders as directed.
PE10S3	Foster respectful and beneficial relationships.
PE10S4	Participate as directed in conferences as members of the educational team.
PE10S5	Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of paraeducators and those of professionals.

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