# Figure 2. Paraprofessional Facilitation Planning SheetTIES Center logo.

## Identify Settings and Goals

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| --- | --- |
| Setting | What will be the settings for implementing paraprofessional facilitation? |
| Goals | What are the student’s learning goals for the inclusive classroom that are aligned with the student’s individualized education program, the general education curriculum, and the family’s priorities? |

## Consider the Setting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Routines** | **How do classmates without disabilities interact and participate?** | **How does the student currently participate?** | **How can the student interact and participate in similar ways as the classmates do?** | **What can the paraprofessional do to facilitate the student’s interaction and participation?** |
| Beginning and the end of the class |  |  |  |  |
| Large-group work |  |  |  |  |
| Small-group work |  |  |  |  |
| Individual work  |  |  |  |  |
| Transitions |  |  |  |  |
| Free time |  |  |  |  |

## Consider the Student and Peers

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| --- | --- |
| Student | What are the student’s strengths and interests? What are the student’s existing peer relationships and social network? Does the student need additional instruction on social interaction? Does the student have access to appropriate modes of communication? Does the communication device support topics for interacting with peers? |
| Peers | What are the peers expected to do? What are the characteristics of peers that are suitable for these roles and responsibilities? Will peers need additional instruction to fulfill these roles and responsibilities? |

## Consider the Paraprofessional

|  |  |
| --- | --- |
| Skills | How does the paraprofessional currently support the student within the general education environment and activities?  |
| Mindsets | What are the paraprofessional’s views, motivations, and concerns on promoting inclusion and engaging peers? |
| Support needs | What training might the adults need to support participation and engagement with the general education environment and activities, inclusive of peer engagement? How will the paraprofessional evaluate and monitor their own progress? What feedback will the paraprofessional receive and benefit from?  |