# Figure 3. Initial Training Checklist for Paraprofessional FacilitationTIES Center logo.

## Explain the purpose

* Connect to the student’s learning goals
* Praise the paraprofessional for their work and the current use of facilitative strategies

## Provide an overview of facilitative strategies and discuss examples and opportunities

### Proximity of space and materials

* Ensure the student sits next to peers
* Ensure the student has access to device
* Ensure the student uses the same or similar materials and tools
* Encourage the student and peers to share materials and work together
* Ensure the student moves with their peers when applicable
* Reduce paraprofessional proximity

### Encourage academic- and social-related interactions

* Encourage peers to interact with the student
* Encourage the student to interact with peers
* Provide information for interaction
* Highlight similarities between the student and peers
* Redirect interactions to the student

### Monitor and Praise the student and peers

* Praise the student and peers for interacting with each other
* Praise the student and peers for working together
* Provide feedback or suggestions for future interactions
* Provide explanations when needed

## Model and role play the strategies

## Finalize a plan to implement the facilitative strategies (with the paraprofessional’s input)

|  |  |
| --- | --- |
| **Class routine** | **What can the paraprofessional do to facilitatepeer interaction and class participation?** |
| Beginning and the end of the class |  |
| Large group  |  |
| Small group |  |
| Individual work  |  |
| Transition |  |
| Free time |  |

## Provide additional reminders (when applicable)

* The role of a facilitator (not a communication partner)
* Different prompts (verbal and/or gesture)

## Address questions or concerns