

ASSISTANTS SET UP COURSE

➤ I-HOUR TRAINING

➤ CHECKLIST GUIDE

➤ CLEAR EXPECTATIONS

➤ FAST TO IMPLEMENT



Paraeducator Training Checklist

Special education teachers or supervisors must review each component below when onboarding paraeducators. Reviewed annually.

Please review and check off each area:

- ☐ Confidentiality and privacy expectations regarding student information (FERPA, IDEA, professional ethics)
- ☐ Overview of the specific needs, strengths, and characteristics of students supported
- ☐ The role of the paraeducator in relation to the supervising teacher
- ☐ The Paraeducator Handbook: Working with Students with Disabilities
- ☐ Review of classroom routines, schedules, and student accommodations/modifications
- ☐ Safety and emergency procedures (medical needs, elopement, crisis response)
- ☐ Data collection and documentation expectations
- ☐ Positive behavior supports, de-escalation strategies, and reinforcement systems

Best Practices for Paraeducators



Maintain Professional Expectations

- Show up as your best self by dressing professionally, using positive language, and being punctual every day. Professionalism creates a respectful and inspiring classroom environment.



Protect Confidentiality

- Keep student and family information private, sharing only with authorized team members as needed. Confidentiality builds trust and creates a safe environment.



Collaborate with Your Team

- Partner with teachers and staff, sharing ideas and insights to support student success. A unified team makes each classroom a place where everyone thrives.



Enforce Safety and Supervision

EASY - ORGANIZED - EDITABLE

ON DEMAND TRAINING + TOOLKIT

PARAPROFESSIONALS RETENTION BY DESIGN: Five Practical Strategies for Lasting Success

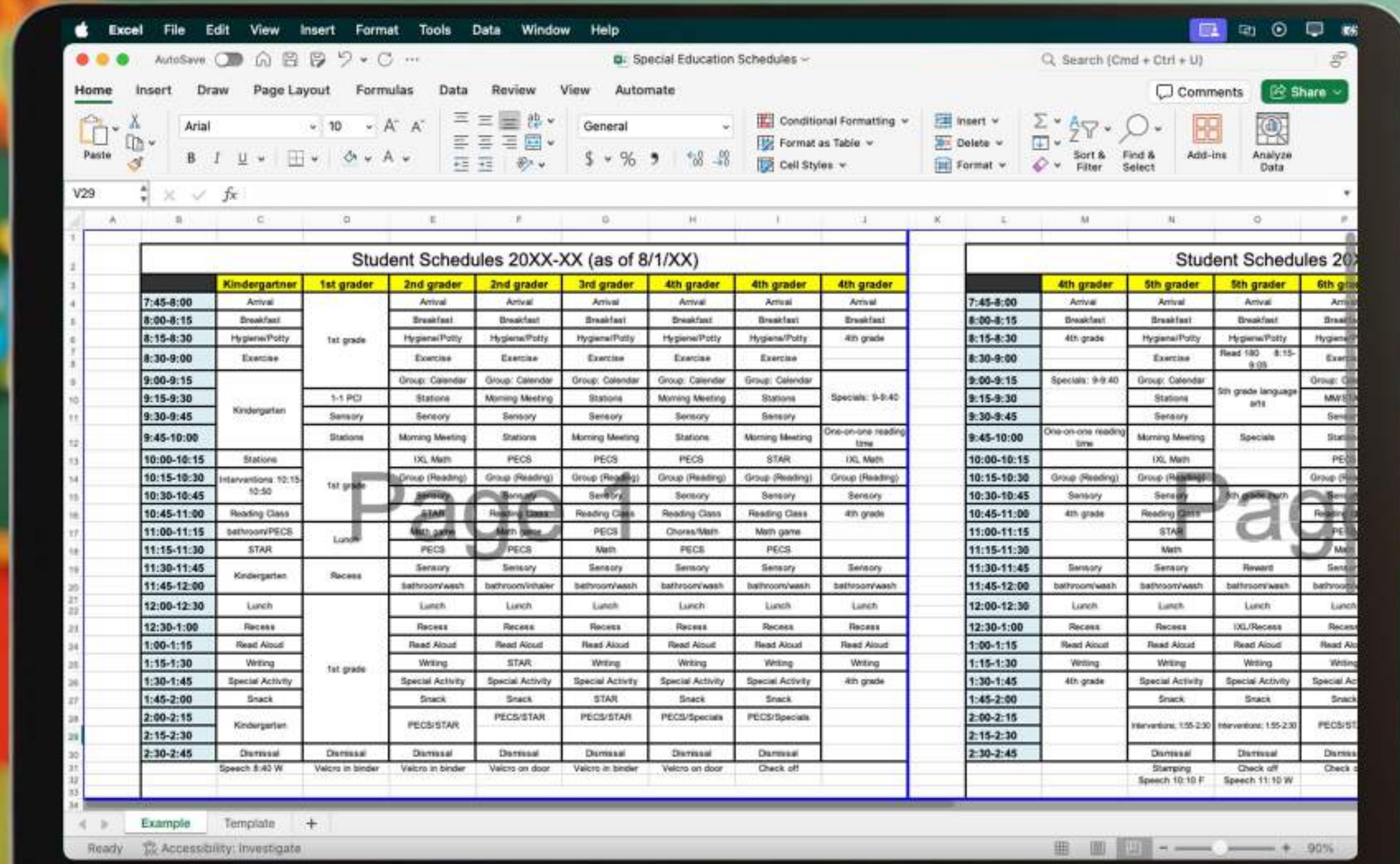
Caroline Koehler
celavora.com

Retention Impact

- ✓ Early Clarity Leads to Long-Term Confidence
- ✓ Structured Onboarding Lowers Early Exits
- ✓ Be Detail Specific for Long Term Success

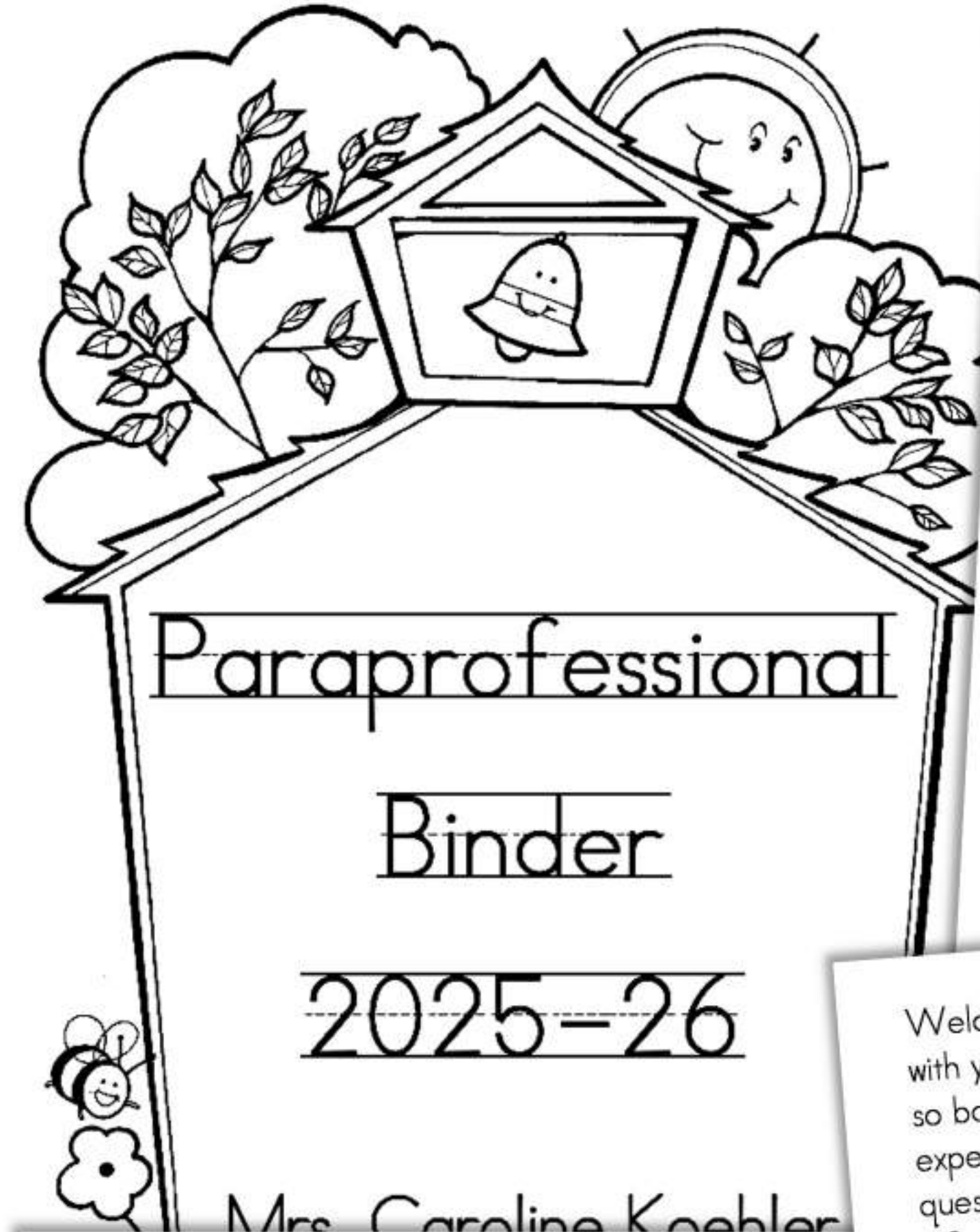
DETAILED TRAINING WITH ALL MATERIALS INCLUDED

EDITABLE PARA TRAINING KIT



The image shows an Excel spreadsheet titled "Student Schedules 20XX-XX (as of 8/1/XX)". It contains two side-by-side schedule tables for different grade levels. The left table is for Kindergarten through 4th grade, and the right table is for 4th grade through 6th grade. Each table lists activities and times from 7:45-8:00 to 2:30-2:45. The spreadsheet is displayed on a computer monitor.

Student Schedules 20XX-XX (as of 8/1/XX)							
	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	4th grade	4th grade
7:45-8:00	Arrival		Arrival	Arrival	Arrival	Arrival	Arrival
8:00-8:15	Breakfast		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:15-8:30	Hygiene/Potty		Hygiene/Potty	Hygiene/Potty	Hygiene/Potty	Hygiene/Potty	Hygiene/Potty
8:30-9:00	Exercise		Exercise	Exercise	Exercise	Exercise	Exercise
9:00-9:15			Group Calendar	Group Calendar	Group Calendar	Group Calendar	
9:15-9:30			Stations	Morning Meeting	Stations	Morning Meeting	
9:30-9:45			Sensory	Sensory	Sensory	Sensory	
9:45-10:00			Stations	Morning Meeting	Stations	Morning Meeting	
10:00-10:15			IXL Math	PECS	PECS	PECS	
10:15-10:30			Group Reading	Group Reading	Group Reading	Group Reading	
10:30-10:45			Sensory	Sensory	Sensory	Sensory	
10:45-11:00			Reading Class	Reading Class	Reading Class	Reading Class	
11:00-11:15			Math game	Math game	Math game	Math game	
11:15-11:30			PECS	PECS	PECS	PECS	
11:30-11:45			Sensory	Sensory	Sensory	Sensory	
11:45-12:00			bathtub/wash	bathtub/wash	bathtub/wash	bathtub/wash	
12:00-12:30			Lunch	Lunch	Lunch	Lunch	
12:30-1:00			Recess	Recess	Recess	Recess	
1:00-1:15			Read Aloud	Read Aloud	Read Aloud	Read Aloud	
1:15-1:30			Writing	Writing	Writing	Writing	
1:30-1:45			Special Activity	Special Activity	Special Activity	Special Activity	
1:45-2:00			Snack	Snack	Snack	Snack	
2:00-2:15			PECS/STAR	PECS/STAR	PECS/STAR	PECS/STAR	
2:15-2:30			PECS/STAR	PECS/STAR	PECS/STAR	PECS/STAR	
2:30-2:45			Dismissal	Dismissal	Dismissal	Dismissal	



People who you should feel free to communicate with:

- Principal
- Teacher
- Coordinator
- Director of Special Education

People you may give limited information to include:

- Occupational Therapist
- Speech Therapist
- Physical Therapist
- General Education Teacher of students
- Substitute teachers

*Information shared with these individuals should be limited to the minimum necessary.

School Environment

The school day should be language-rich for all students. It is important, a student should not be left alone throughout the day without an IEP would do independent work with a teacher.

If something important or interesting is happening in the classroom, ensure the students you are with are in a position to see the activity. Students should not be facing a wall when s/he is with the teacher.

When interacting with students and staff outside the classroom, your student as much as possible. Ask him/her questions about the activity. Speaking, make them as much of the interaction as possible. The student, it is important modeling for the other students. Positive relationships are formed.

In the cafeteria give the minimal amount of support needed to be successful. Let the student use this time for socialization. If they are socializing well, they have an identity in the cafeteria.

Welcome to our classroom! I'm so happy to have you with you this school year. This handbook is designed to help so both the students and staff have the best experience. Please review the handbook and ask any questions you might have related to the program information.

Organization

Our classroom thrives on organization. Because there are so many adults and students, it is important to trust that supplies are returned to the classroom.

Clean classroom areas when there is downtime (manipulatives, tables, dishes, etc.)

Qualifications for working in the our

- Positive attitude
- Excellent attendance
- Able to lift 60+ pounds
- Able to address hygiene needs for all students
- Strong team ethics
- Excellent communication skills with administration

YOUR KEY TO AN ORGANIZED SCHOOL YEAR

2 COMPREHENSIVE MANUALS

Welcome to our classroom! I'm so happy to be working with you this school year. This handbook is for you to use so both the students and staff have the best possible experience. Please review the handbook and ask me any questions you might have related to the provided information.

Qualifications for working in the our room:

- o Positive attitude
- o Excellent attendance
- o Able to lift 60+ pounds
- o Able to address hygiene needs
- o Strong team ethics
- o Excellent communication skills w/ staff
- o Understanding and abiding in a
- o Ability to follow a schedule with

EASY TO UPDATE & PERSONALIZE

Personal needs

- o Schedule is 7:45am to 2:55pm. A half-hour lunch is included and a 15 minute break is provided from 2:55-3:10.
- o Please be punctual.
- o Arrive to school having met your personal needs and ready to work.
- o If you need a light snack, please be discreet and do not let it interfere with a student's learning or social interactions.
- o Let teacher know as soon as preparations may be made.
- o Be aware of absence p
- o Sick days: 1/month
- o Personal days: 3/year
- o Holidays: 7 paid
- o Payday is every other F

Organization

Our classroom thrives on organization. Because using shared materials, we must be able to find original place.

Pick up as you go (unless you cannot due to

Pick up when there is downtime.

Clean classroom areas when there is downtime.

Attention to meeting students' needs always co

Documentation

Become familiar with the areas that hold docum

- o Student's individual goals
- o Health needs
 - For example: toileting, seizure
- o Behavior
- o Inclusion

Any health problems must be documented with th

Philosophy

Person First Language

A person's disability should never define who a person is. For example, not say:

- o The autistic boy
- o The wheelchair-bound kid
- o A CP girl

Instead, we would define them as a person first who happens to have a disability. For example:

- o The boy with autism
- o A kid who uses a wheelchair (By the way, NEVER use "wheelchair bound". We do not believe in binding anyone!)
- o The girl with CP

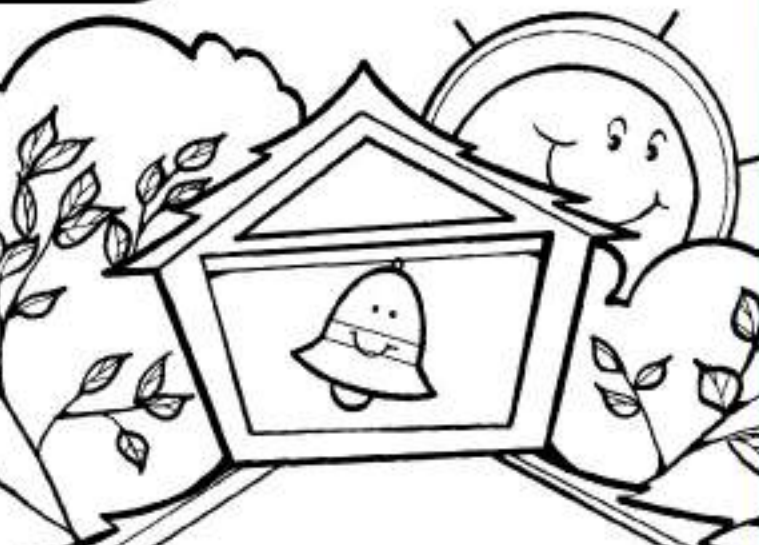
Personal Hygiene

Many of our students will require toileting or other hygiene supports. These are extremely personal matters. Discussions about hygiene must be done privately with students or outside adults in hearing distance. This includes privacy when telling a staff to document "W" or "BM" on a form.

All new staff must go through training prior to independently supporting a student, transitioning from equipment (wheelchair, stroller, etc.)

Students must be taught to wash hands prior to handling food or a G-tube. They must wash hands after assisting in the restroom.

Students must be taught to wash hands in designated areas (toilet and sink).



Classroom Handbook for

3. **Avoiding Favoritism:** While it might be easier to connect with students who consistently meet expectations, it's important to recognize that each child is unique, learning at different paces and exhibiting various temperaments. Ensure that you provide equal attention to all students, including those who may be more reserved, as they might feel overlooked. Remember, students face challenges in their education, so aim to be a source of support rather than an additional obstacle.
4. **Recognizing Diverse Learning Needs:** The students you work with will have varying learning differences. Your role is not to confront these issues directly but rather to collaborate with teachers to identify effective strategies that can help each child achieve their goals.
5. **Modeling Positive Behavior:** Students learn a great deal by observing the adults around them. Your positive attitude in the classroom can encourage similar behaviors in students. They often imitate your actions and language, so embody fairness and consideration at all times.
6. **Private Corrections:** If a student makes a mistake, address it privately rather than in front of the class. Public reprimands can be humiliating and may inadvertently lead to increased misbehavior as students seek attention. Always extend the same respect to students that you wish to receive in return.
7. **Professionalism in Support:** Arrive at school prepared to support your students effectively. Personal issues should remain private and not interfere with your ability to assist them. Remember that students are not your confidants nor should they bear the burden of your concerns; they deserve your full attention and support.

Working with Teachers and Teams

Your journey as an assistant truly begins on your first day. It's essential to actively engage and seek clarification about your role. Familiarize yourself with the subjects being taught and establish relationships with the students you will be supporting. Understand the scheduling process for children, the method for tracking attendance, and the reports you are responsible for maintaining. Additionally, become acquainted with the available resources, such as Chromebooks and printers.

Pay attention to the conversations happening within the school environment, including faculty meetings, lunch gatherings, and informal discussions before and after school. Taking detailed notes during these interactions will assist you in retaining information, clarifying concepts, and reflecting on your experiences as you fulfill your responsibilities each day.

Paraprofessional Expectations

Paraprofessionals play a vital role in fostering a supportive, structured, and inclusive classroom environment. Your professionalism, attentiveness, and commitment directly impact students' academic growth and emotional well-being. The following expectations are designed to guide you in maintaining high standards of conduct, effective communication, and consistent collaboration with teachers and students. By following these principles, you help ensure that every child receives the individualized support they need.

DETAILED JOB OVERVIEW AND EXPECTATIONS

1. **Foster Personal Connections:** Familiarize yourself with each child's traits, including their interests and backgrounds. A personal touch, such as knowing a child's pet or favorite activity, can significantly enhance your rapport.
2. **Welcoming Atmosphere:** As children enter the classroom, greet them with a friendly "Hello, Jim" and a smile to create an inviting environment that promotes acceptance.
3. **Ensure Adequate Resources:** Make sure you have sufficient materials. When you're distributing worksheets, ensure they are clear and legible.
4. **Engage with Students:** Move around the classroom, providing answers to questions in a friendly, concise manner.
5. **Maintain a Calm Voice:** During instructional periods, communicate clearly to maintain focus and a serene learning environment.
6. **Encourage Positive Expectations:** Believe in your students' potential and communicate that expectation to them.
7. **Timely Paper Evaluation:** Correct assignments promptly so that students receive feedback. Unless directed otherwise, indicate mistakes with a mark of correct answers rather than errors.
8. **Prioritize Confidentiality:** Keep all student information private and secure to maintain trust.
9. **Limit Distractions:** Minimize outside interruptions while supervising students to maintain focus on their work.
10. **Accurate Record Keeping:** Maintain accurate records of student progress and behavior to help students succeed.

TRAINING CHECKLIST

Paraeducator Training Checklist

Special education teachers or supervisors must review each component of this checklist with paraeducators. Reviewed annually.

Please review and check off each area:

- ☐ Confidentiality and privacy expectations regarding student information (including professional ethics)
- ☐ Overview of the specific needs, strengths, and characteristics of students
- ☐ The role of the paraeducator in relation to the supervising teacher
- ☐ The Paraeducator Handbook: Working with Students with Disabilities
- ☐ Review of classroom routines, schedules, and student accommodation
- ☐ Safety and emergency procedures (medical needs, elopement, crisis response)
- ☐ Data collection and documentation expectations
- ☐ Positive behavior supports, de-escalation strategies, and reinforcement
- ☐ Collaboration with teachers, service providers, and school staff
- ☐ Professional conduct (boundaries, communication, appearance, punctuality)

I acknowledge that the above items have been reviewed.

ORGANIZATIONAL SUPPORTS

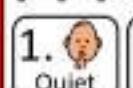
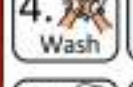
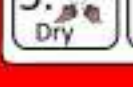
Classroom Procedures

-  **1. Be Kind**
Be considerate of your classmates and teachers.
-  **2. Respect**
Be respectful of other people's property.
-  **3. Listen**
Be a quiet listener while others are speaking.
-  **4. Ask**
Raise your hand to speak.
-  **5. Work**
Do your work and get help if you need help.

Voice Level Procedures

-  **4 Yelling**
Emergency voice
-  **3 Loud**
Outside voice
-  **2 Talking**
Inside voice
-  **1 Whisper**
Soft voice
-  **0 Silent**
No voice

Restroom Procedures

-  **1. Quiet**
Keep your voice level at 0 or 1.
-  **2. Think**
Be responsible and make good choices.
-  **3. Polite**
Respect others' privacy.
-  **4. Wash**
Wash your hands with soap and water.
-  **5. Dry**
Dry your hands.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Arrival & Morning Routine	Arrival & Morning Routine	Arrival & Morning Routine	Arrival & Morning Routine	Arrival & Morning Routine
8:15-8:45	Morning Meeting & Calendar	Morning Meeting & Calendar	Morning Meeting & Calendar	Morning Meeting & Calendar	Morning Meeting & Calendar
8:45-9:45	ELA Block: Phonics, Reading, Writing	ELA Block: Phonics, Reading, Writing	ELA Block: Phonics, Reading, Writing	ELA Block: Phonics, Reading, Writing	ELA Block: Phonics, Reading, Writing
9:45-10:00	Brain Break/Movement	Brain Break/Movement	Brain Break/Movement	Brain Break/Movement	Brain Break/Movement
10:00-10:45	Math Block	Math Block	Math Block	Math Block	Math Block
10:45-11:30	Specials: Art	Specials: PE	Specials: Music	Specials: Library	Specials: Technology
11:30-12:15	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess
12:15-12:45	Read Aloud & Rest Time	Read Aloud & Rest Time	Read Aloud & Rest Time	Read Aloud & Rest Time	Read Aloud & Rest Time
12:45-1:30	Science Exploration	Social Studies	Science Exploration	Social Studies	STEM/Project Time
1:30-2:15	Centers/Choice Time	Centers/Choice Time	Centers/Choice Time	Centers/Choice Time	Centers/Choice Time
2:15-2:30	Clean Up & Dismissal Prep	Clean Up & Dismissal Prep	Clean Up & Dismissal Prep	Clean Up & Dismissal Prep	Clean Up & Dismissal Prep
2:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Staff Schedule (as of 8/1/20XX)					
	Teacher	Assistant #1	Assistant #2	Assistant #3	Assistant #4
7:45-8:00	Student A & Student B		Student F	Student G, Student H	1:1- Student J
8:00-8:15		Arrive 8:15			
8:15-8:30	Whole class- as needed				
8:30-8:45		Student C, Student D, & Student E	Duty free break	Duty free break	
8:45-9:00	MM: A				
9:00-9:15	Inclusion				
9:15-9:30					
9:30-9:45				Student G, Student H, Student I	Duty free break
9:45-10:00	MM: B				1:1- Student J
10:00-10:15	Student A				
10:15-10:30					
10:30-10:45		Duty free break	1:1 Student B		
10:45-11:00	Whole class- as needed	Student C, Student D, & Student E			
11:00-11:15				Duty free lunch	
11:15-11:30					
11:30-11:45		Duty free lunch		Student G, Student H	
11:45-12:00					
12:00-12:15	Duty free lunch	ACE Lunch	ACE Lunch	ACE Lunch	Duty free lunch
12:15-12:30					
12:30-12:45	Student A	Recess	Recess	Recess	Recess
12:45-1:00					
1:00-1:15					
1:15-1:30			Duty free lunch	Student G, Student H	1:1- Student J
1:30-1:45					
1:45-2:00	Whole class- as needed	Student C, Student D, & Student E	1:1 Student B	Off duty 2:06	
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00		Prep			Prep
3:00-3:10					

SAVE TIME WITH READY-TO-USE TEMPLATES AND CHECKLISTS

PAPERWORK-LOGS-TEMPLATES

BIP-at-a-glance-example.pdf
1 page - Edited

AutoFill can assist with filling out this form.

Behavior Plan Summary

Student's Name: Caroline Koehler	Primary Disability: Autism
Behavior of concern: When asked to complete a non-preferred task Caroline will	
Replacement behaviors:	
Behavior goal(s):	

Proactive Strategies To Prevent Behavior Escalation		Reinforcement To Motivate Positive Behaviors	
☐ Break	☐ Cue cards	☐ Computer	☐ Note home
☐ First/Then board	☐ Fidget/sensory	☐ Preferred activity	☐ Sensory room

**FILLABLE
PDF or Print
and Write On**

**PERFECT TO GIVE TO GENERAL EDUCATION
TEACHERS AND PARAPROFESSIONALS**

Goals	
Goal Title: Reading Comprehension	Goal Statement: When given a reading passage at Caroline's current grade level, she will the passage when given four central ideas to choose from with 80% acc
Goal Title: Production of the /p/ phoneme in the intial word position	Goal Statement: Given a picture or object to describe, Caroline will correctly produce the such as 'pa, po, pu' with 80% accuracy during structured activities.
Goal Title:	Goal Statement:
Goal Title:	Goal Statement:
Goal Title:	Goal Statement:

Classroom Observation Form:
Frequency Analysis of Academic Engagement

Name: _____ Date: _____
Observer: _____ Subject observed: _____

Directions: Define & label the targeted behavior in the grey box to the right of the intervals column, corresponding time interval if the student demonstrates this behavior. Select the assumed reason appropriate behavior. Total the tallies after 10 minutes. Use the totals to report progress monthly.

Activity	Intervals	Behavior Being Observed					
		Off task	Not on task or on task	Engaging individual	Engaging small group	Engaging whole group	Engaging student with
	30 seconds						
	1 minute						
	1 minute 30 seconds						
	2 minutes						
	2 minutes 30 seconds						
	3 minutes						
	3 minutes 30 seconds						
	4 minutes						
	4 minutes 30 seconds						
	5 minutes						
	5 minutes 30 seconds						
	6 minutes						
	6 minutes 30 seconds						
	7 minutes						
	7 minutes 30 seconds						
	8 minutes						

IEP-at-a-Glance		
Student Information		
Name: Caroline Koehler	Date of Birth: 01/18/2019	
Parent's Name: Jane Koehler	Address: 123 Anywhere USA	
Phone Number: (123) 456-7890	IEP Date: 1/1/26	Disability: ASD
Strengths: Summarize present levels of performance.		Concerns: Summarize ne
Caroline is a 6 year old in kindergarten. According to assessment data, her academic strengths exist in the area(s) of math. Additional strengths noted for Caroline include attempting all work. When compared to same aged peers, Caroline demonstrates academic weaknesses include reading comprehension. In the classroom, she is exhibiting signs of underachievement in ELA.		Caroline lack of phonemic a phonics prevents fluent read comprehension abilities. He abilities in reading negative performance throughout all reading fluency is affected b omitted words. Poor reading strategies negatively impact
Academic Strengths	Communication Strengths	Social
☒ Accepts help/correction	☒ Answers questions	☒ Accepting of
☒ Applies lessons to real world	☒ Asks questions	☒ Accepts resp
☒ Creativity	☒ Completes written work	☒ Follow rules
☒ Critical thinking	☒ Engages in conversation	☒ Establishes e
☒ Finishes work in given time	☒ Expresses self clearly	☒ Honest
☒ Prepared	☒ Follows directions	☒ Makes and m

Inclusion Documentation Record			
Student:	Teacher of Record:		
Services Administered			
Date:	Start Time:	End Time:	Total M
Activity/Lesson:			
Objectives/Goal:			
☐ Accommodations	☐ Behavior support	☐ Individual instruction	☐ Interv
☐ Re-taught concept	☐ Small group instruction	☐ Whole group instruction	☐
Accommodations			
☐ Access to own materials	☐ Access to computer/AT device	☐ Additional bre	
☐ Alternative response	☐ Assistive writing instruments	☐ Bilingual dicti	
☐ Braille	☐ Calculator	☐ Extended time	
☐ Individual	☐ Large print text	☐ Noise reduc	
☐ Paper format	☐ Preferential seating	☐ Read aloud	
☐ Scribe	☐ Sign Language interpreter	☐ Small group	
☐ Sound amplification	☐ Special furniture/equipment	☐	
Academics	Engagement	Accounta	
☐ Accepts help/correction	☐ Answers questions	☐ Accepts responsib	
☐ Recalls details	☐ Asks questions	☐ Follow rules and r	
☐ Organized	☐ Makes predictions	☐ Homework compl	
☐ Perseverance	☐ Initiates communication	☐ In class work comp	
☐ Works independently	☐ Participates in discussions	☐ Works with others	
☐	☐	☐	
Notes:			

Services Administered			
Date:	Start Time:	End Time:	Total M
Activity/Lesson:			
Objectives/Goal:			
☐ Accommodations	☐ Behavior support	☐ Individual instruction	☐ Interv
☐ Re-taught concept	☐ Small group instruction	☐ Whole group instruction	☐
Accommodations			
☐ Access to own materials	☐ Access to computer/AT device	☐ Additional bre	
☐ Alternative response	☐ Assistive writing instruments	☐ Bilingual dicti	
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☐ Individual	☐ Large print text	☐ Noise reduc	
☐ Paper format	☐ Preferential seating	☐ Read aloud	
☐ Scribe	☐ Sign Language interpreter	☐ Small group	
☐ Sound amplification	☐ Special furniture/equipment	☐	
Academics	Engagement	Accounta	
☐ Accepts help/correction	☐ Answers questions	☐ Accepts responsib	
☐ Recalls details	☐ Asks questions	☐ Follow rules and r	
☐ Organized	☐ Makes predictions	☐ Homework compl	
☐ Perseverance	☐ Initiates communication	☐ In class work comp	
☐ Works independently	☐ Participates in discussions	☐ Works with others	
☐	☐	☐	
Notes:			

TEACHER TRAINING + MATERIALS

✓ On-demand Teacher Assistant Training Set Up (1 hour)

- *Watch, learn, and start implementing immediately*

✓ Editable Tools for Paraprofessional Retention

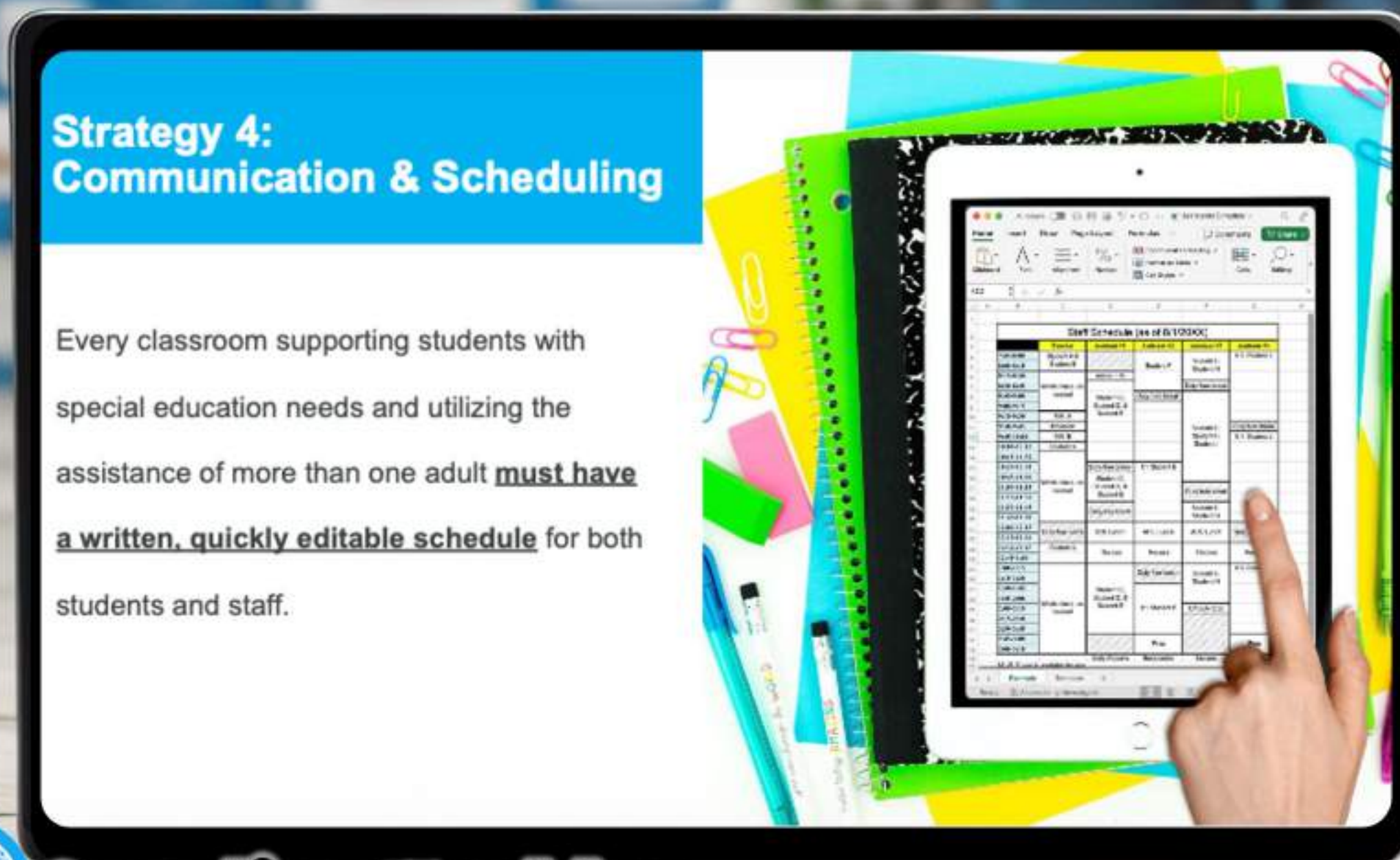
- *Save hours on binders, checklists, schedules, & expectations*

✓ Teacher + Admin Approved for Class and Schoolwide

- *1 license per educator*

✓ Done-for-you organization and systems:

- *Paraprofessional Training Checklist*
- *Teacher Assistants Training Guide*
- *Editable Binder Cover and Spine*
- *Classroom Handbook for Paraeducators*
- *Classroom procedures, rules, + expectation*
- *Seating chart templates*
- *IEP-at-a-Glance templates*
- *Daily schedules (general + special education)*
- *Digital, printable, and mini visual schedules*
- *IEP Calendar Template*
- *Progress monitoring for behavior goals*
- *Service Log and Data Collection Sheets*
- *Behavior Improvement Plans (BIPs)*
- *Functional Behavior Assessments (FBAs)*
- *Behavior Incident Report Log*



Caroline Koehler

Stop Assistant Turnover. [Download NOW!](#)