Paraprofessionals Footprints On Post School Predictors Handout

Part I: Pre Work
Directions: Identify the ways that you support students throughout the school day. Indicate your responsibilities as you are supporting students.

Task	Responsibilities

What are ways you work to allow students to be independent?

Part II: In Session Work

Directions: As we review the predictors to Post Secondary Success, place a checkmark next to the predictors you support students with.

Predictor	Example	Support
Career Awareness	During study hall the paraprofessional helped Elizabeth interpret her results from Matchmaker, the career interest inventory on Xello.	
Community Experiences	Ben received verbal cues from the paraprofessional while navigating between sessions at the youth transition conference held at the local college.	
High School Diploma	During the 11th grade exit exam, the paraprofessional read the test questions aloud to Sam.	
Goal Setting	Sandy is very reserved and wants to work on being more outgoing. She meets two times a week with a paraprofessional after class to share how things are going for her in school.	
Inclusion in General Education Classes	Becky has always been in self-contained classrooms; however, when she came to the high school she was integrated into regular education classes with support from a paraprofessional.	
Interagency Collaboration	During Scott's IEP meeting the paraprofessional provided an update on the progress made while working at the food pantry on Wednesday and Friday afternoons.	

Occupational Courses	Antony knew he wanted to be a Nurse since first grade. He completed and turned in all of the necessary paperwork to participate in the CTE CNA program offered at the local technical college and was accepted. He was excited about the opportunity but was also worried that he would not be able to participate since he had yet to pass the driver license test. At his IEP meeting the team discussed and determined the need for transportation. A paraprofessional was assigned to provide transportation to and from the CTE CNA class.	
Paid Employment/Work Experience	While working at Culver's, Susan receives job coaching from a paraprofessional.	
Parent Expectations	Paraprofessionals assist students during homeroom to send emails updating their parents on current progress being made.	
Parental Involvement	Paraprofessionals assist with Family Education Resource Night held at the high school.	
Program of Study	Lisa is working to make her schedule for the following school year and needs to choose her electives. A paraprofessional reviews her PTP Course of Study with her.	
Self Advocacy/Self Determination	Jax needs to practice asking for his accommodations from his teachers. A paraprofessional works with him to create an accommodation card.	
Self Care/Independent Living	Mai needs assistance planning a shopping list. She works with a paraprofessional to make a shopping list for lunches.	
Social Skills	Deadre practices greeting people she doesn't know with her paraprofessional.	
Student Support	One of the people on Lane's team is his paraprofessional.	
Transition Program	The 8th grade students are preparing to come to high school. The paraprofessionals in the building support an upperclassmen mentorship with new 8th grade students.	

Travel Skills	Damon takes the bus to the grocery store where he works after school. A paraprofessional rides the bus with him to teach the route for three weeks, then walks to the bus stop with him for three weeks. Then Damon is independent.	
Vocation Education	Trevor goes to construction class as one of his electives. A paraprofessional provides a study review session.	
Work Study	Amy goes to work three days a week. A paraprofessional goes along and provides job coaching.	
Youth Autonomy/Decision Making	John makes his own decisions about what he will eat at lunch. He plans ahead by working with a paraprofessional by reviewing a picture menu and making his choices.	

What are the predictors that you support in your current role?