

# **RECOMMENDED COMPETENCIES FOR PARAPROFESSIONALS**

The following are basic competencies needed by paraprofessionals used in programs serving individuals with learning disabilities:

- I. **INTERPERSONAL SKILLS** (Communicates honestly, clearly, accurately, coherently, and concisely.)
  1. Deals effectively with attitudes and behaviors of the individual with learning disabilities.
    - a. Maintains appropriate relationships
    - b. Is sensitive to the cultural values of the student and family
    - c. Takes into proper consideration the individual's strengths and needs
    - d. Demonstrates an appropriate level of self-confidence with performing assigned tasks
    - e. Demonstrates insight in attitudes and behaviors
    - f. Directs the individual, family, and professionals to supervisor for information regarding testing, services, and referral
  2. Uses appropriate language (written and oral) in dealing with the individual with learning disabilities and others
    - a. Uses language appropriate for the individual's and other's age and educational level
    - b. Is courteous and respectful at all times
    - c. Maintains appropriate social interaction
  3. Deals effectively with supervisor
    - a. Is receptive to constructive criticism
    - b. Request assistance from supervisor as needed
    - c. Actively participates in interaction with supervisor
- II. **PERSONAL QUALITIES**
  1. Manages time effectively
    - a. Arrives punctually and prepared for appointments
    - b. Arrives punctually for work-related meetings (e.g., meetings with supervisor, staff, etc.)
    - c. Turns in all documentation on time
  2. Demonstrates appropriate conduct
    - a. Respects/maintains confidentiality of the individual and family
    - b. Maintains personal appearance appropriate for the work setting
    - c. Uses appropriate language for the work setting
    - d. Evaluates own performance
    - e. Recognizes own professional limitations and performs within boundaries of training and job responsibilities

### III. TECHNICAL SKILLS

1. Maintains a facilitating environment for assigned tasks
  - a. Adjusts lighting and controls noise level
  - b. Organizes work space
2. Uses time effectively
  - a. Performs assigned tasks with no unnecessary distractions
  - b. Completes assigned tasks within designated time
3. Prepares and presents materials effectively
  - a. Selects materials based on the individual plan
  - b. Uses appropriate materials based on the individual plan
  - c. Prepares work setting to meet the needs of the individual for obtaining optimal performance
  - d. Uses materials that are age and culturally appropriate as well as motivating
4. Maintains records
  - a. Records intervention activities and protocols accurately and concisely for supervisor
  - b. Reports the individual's performance to supervisor  
Signs documents only when reviewed and co-signed by the supervisor
  - c. Prepares and maintains the individual's charts, records, and graphs for displaying data
5. Provides assistance to the teacher/service provider
  - a. Assists the teacher/service provider during student assessment
  - b. Assists with informal documentation
  - c. Schedules activities
  - d. Participates with the teacher/service provider in research projects
  - e. Participates in professional development activities
  - f. Participates with the teacher/service provider in public relations programs

### IV. SCREENING (If an appropriate activity for the profession where paraprofessionals are used)

1. Demonstrates knowledge and use of a variety of screening tools and protocols
  - a. Completes training on screening procedures
  - b. Uses 2 to 3 screening instruments reliably
2. Demonstrates appropriate administration and scoring of screening tools
  - a. Differentiates correct versus incorrect responses
  - b. Completes (fills out) screening protocols accurately.
  - c. Scores screening instruments accurately
3. Manages screenings and documentation
  - a. Reports any difficulty encountered in screening
  - b. Schedules screenings
  - c. Organizes screening materials

4. Communicates screening results and all supplemental information to supervisor for interpretation and decision-making
  - a. Seeks supervisor's guidance when adaptation of screening tools and administration is in question.
  - b. Provides descriptive behavioral observations that contribute to screening results

V. INSTRUCTIONAL ASSISTANCE/INTERVENTION

1. Performs tasks as outlines and instructed by the supervisor
  - a. Implements accurately and efficiently activities using procedures planned by the supervisor
  - b. Uses constructive feedback from the supervisor for modifying interaction (interpersonal or otherwise) with the student.
2. Demonstrates skills in managing behavior and intervention program
  - a. Maintains on-task behavior
  - b. Provides appropriate feedback as to the accuracy of the individual's response
  - c. Uses feedback and reinforcement that are consistent, discriminating, and meaningful to the individual
  - d. Gives directions and instructions that are clear, concise, and appropriate to the individual's age level and level of understanding
  - e. Applies knowledge of behavior management during interaction with the individual
  - f. Implements designated intervention goals/objectives in specified sequence
3. Demonstrates knowledge of education/intervention objectives and individual plan
  - a. Demonstrates understanding of the individual's education/intervention needs
  - b. Identifies correct versus incorrect responses
  - c. Describes behaviors demonstrating a knowledge of the individual's overall level of progress
  - d. Verbally reports and provides appropriate documentation of assigned activities to the supervising teacher/service provider