



**Providing Effective Support In
Inclusive Classrooms:
A Class for Paraprofessionals**



Providing Support Under An Invisibility Cloak

Week 2- AGENDA



Opening



WHY invisible supports



HOW to provide invisible supports



Closing



Question and Answer



Stephen Hinckle

WHY provide invisible supports?

✍ “We are willing and ready to connect with other kids, and adults must quietly step into the background, camouflaging their help as a tiger who may hide in full view” (Tashie, Shapiro-Barnard, & Rossetti, 2006, p. 185).



Do Not Sit Next to a Student?

- ✓ • Are there times during the day when I could provide the student with less support?
- ✓ • If so, when?
- ✓ • When and how can we help this student increase independence?
- ✓ • When should I move away from this student?
- ✓ • Could a peer provide key supports to this student?



HOW to provide invisible supports

✓ Before offering a prompt to a student try these 6 steps first

1. Make sure the entire class perceives that you are there to help ALL students
2. Wait & Watch – see if the student can figure out the task on their own
3. Count to 10 (or 30) - give students time to process
4. Leverage the power of the environment - set up the materials in a way that they will not need prompting or more support (e.g., color coding, numbering, listing)
5. Set up a self-monitoring system
6. Create a peer support for every student



Level of Independence

- Allow for independent practice
- Control of error is built into the materials
- Errors can be perceived using different senses
- Multiple learning opportunities & deliver immediate feedback
- Easy to understand directions and logical actions
- Include a sequential or multi-step component



5 Questions to help you FADE supports



- ✓ During what activities will you begin to fade your supports?
- ✓ In what ways will you build in more natural and invisible supports throughout the day?
- ✓ When will you be able to talk with the educators to help create more opportunities for appropriate material modifications and peer supports, if necessary?
- ✓ How will you provide the student with more opportunities for choice in supports and activities?
- ✓ How will you build in ways the student can self-advocate for himself or herself?

Example Data Sheet

Activity/ Subject	Type of Support
English — Teacher asks the students to take their homework out; teacher begins a homework review with the class	<ul style="list-style-type: none">• Indirect verbal — Para asks, “Where do you keep your homework?”; the student reaches into backpack and pulls out homework folder, takes out her English homework
English — Independent reading time	<ul style="list-style-type: none">• Gestural — Para points to the Chromebook station.• Invisible (Material) — The student goes and gets the Chromebook, logs in, puts her head phones on (she reads and listens to the audio read aloud), and opens BookShare to access her book.