

Paraprofessional Role for Lunch/Recess

<u>Role</u>	<u>Actions</u>
<p>Monitor Safety of all students</p>	<ul style="list-style-type: none"> ▪ Primary attention on ASD-minimal socialization with colleagues ▪ Proximity expectations depend on individual needs. General rule of thumb: be close enough to <i>see</i> and <i>hear</i> the conversation. You do not need to be immediately next to the child. <p>NOTES:</p>
<p>Facilitate verbal/conversational Interaction of ASD student with peers</p>	<ul style="list-style-type: none"> ▪ Model the appropriate language to a social situation in 1st person (I). (“Johnny, you can say, ‘I like power rangers too!’”) ▪ Get to know mainstream (MS) students’ interests/listen to their conversations & use this information to link an existing conversation to the ASD student or to facilitate the beginning of a new conversation between ASD/MS student. Ex. (“Johnny, Bob likes dinosaurs too. You could ask him what is his favorite dinosaur.” <i>If ASD student doesn’t respond, give the words to them.</i> “Johnny, you could say, ‘Bob, what is your favorite dinosaur?’” <p>NOTES:</p>
<p>Facilitate interactive play of ASD student and peers</p>	<ul style="list-style-type: none"> ▪ Goal: ASD students join the play of MS peers for recess. If the student is such that recess provides an outlet for down time, encourage participate for a <i>portion</i> of recess and downtime for the remaining. ▪ Be mindful of games MS play (tag, 4-square, soccer, jumprope, etc.) and if you see MS peers engaging in activity, point it out to CIP student- “<i>Johnny, Bob and Jim are playing tag – ask them if you can play</i>”. If ASD student does not respond, give them the words, “<i>You could say, ‘Can I play tag too?’</i>” ▪ You may need to pre-teach the ASD student the rules of the playground games. ▪ Start a game/activity yourself with ASD student and invite a few MS peers to join it. (Especially if it is a novel, fun activity – peers love adult attention and praise.) <p>NOTES:</p>

<p>Monitor and address Behavior Issues of ASD students</p>	<ul style="list-style-type: none">▪ <u>Inappropriate behavior that is NOT harming self or others</u>: Use visual picture cues depicting “stop”, “No _____”, etc. hung on ring, whiteboard, sticky, etc. Verbal prompts may get lost in volume and chaos of lunchroom/playground.▪ <u>Behavior HARMING self or others</u>: removal from situation if warranted. If need teacher back-up – send another PSA to lounge to get the teacher.▪ Be specific: rather than “Stop it”, specify “Stop kicking the table.”▪ State the positive and indicate <u>what they should</u> be doing. Rather than “Stop throwing the pebbles.”, say, “Pebbles on ground. “▪ Model the expectations of students yourself. Student expectation: Walk in a line, no talking in hallway. Model this as well. Students learn the most about social skills through repeated modeling.▪ 5 second wait time after a directive is given. Silent for 5 seconds – if no response, repeat directive using exact same words and support with visual cue, gesture, point, etc. <p>NOTES:</p>
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