### Paraprofessional Role for Lunch/Recess

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<th>Role</th>
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| Monitor Safety of all students | - Primary attention on ASD-minimal socialization with colleagues  
- Proximity expectations depend on individual needs. General rule of thumb: be close enough to *see* and *hear* the conversation. You do not need to be immediately next to the child. |
| Facilitate verbal/conversational Interaction of ASD student with peers | - 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.” *If ASD student doesn’t respond, give the words to them.* “Johnny, you could say, ‘Bob, what is your favorite dinosaur?’”) |
| Facilitate interactive play of ASD student and peers | - 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 *portion* of recess and downtime for the remaining.  
- Be mindful of games MS play (tag, 4-square, soccer, jump rope, etc.) and if you see MS peers engaging in activity, point it out to CIP student- “Johnny, Bob and Jim are playing tag – ask them if you can play”. If ASD student does not respond, give them the words, “*You could say, ‘Can I play tag too?’*”  
- 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.) |

NOTES:
Monitor and address Behavior Issues of ASD students

- **Inappropriate behavior that is NOT harming self or others**: 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.

- **Behavior HARMING self or others**: 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 what they should 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.

**NOTES:**