

# The T/TAC Telegram

## New Dimensions in Behavior

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Northwestern  
Consortium



T/TAC  
Linking People & Resources

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Northwestern Consortium

T/TAC

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## Bullying

By Dr. Bonnie Bell Carter, George Mason University

How many of you remember your first encounter with a bully? If you do, you are like 16.9% (10.9% as a victim, 6.3% as both a victim and a bully) of students in today's schools (Nansel, Overpeck, Pilla, Ruan, Simon-Morton, & Scheidt, 2001). The stakes are much higher now, and both school environments and school rules have changed.

Do you remember how old you were when the bullying occurred? Most likely, you were in the middle school age range. Studies show this age is when bullying is at its highest incidence. It occurs less frequently in elementary school, and as students enter high school and mature, the incidence declines (Borg, 1999; Nansel, et al., 2001; Pellegrini, Bartini, & Brooks, 1999).

What is bullying? Bullying is defined as exposure of a student to negative actions, repeatedly and over time, by one or more students. Bullying can be through physical verbal, or indirect means (e.g., exclusion). Typically, there is an imbalance in strength or power, and the victim has a difficult time defending himself/herself. (Institute on Family & Neighborhood Life, 2002; Olweus, 1993).

What do we know about bullying? The media's portrayal of bullying tends to shape our views of the problem. Several entertaining movies and television programs have had bullying/victimization as their subject matter. From *Blackboard Jungle* in the 1950s and *Up the Down Staircase* in the 1960s to the more recent *Stand and Deliver* (1988), *Dangerous Minds* (1995), and the current television program, *Boston Public*, our society's conventional ideas about bullying have been influenced by film and video media. Unfortunately, the glamour does not match the reality. No matter from which perspective you view the problem, either as a victim, a parent, a teacher, an administrator, or even as the bully, it is a very difficult problem to solve.

So, as educators, what do we do? Sadly, there are no quick fixes. According to Olweus (1993), in his book, *Bullying at School: What We Know and What We Can Do*, a systemic approach is recommended.

Although the solutions proposed are simple, they take commitment and effort. In addition, all the constituencies in the community must accept the goal of reduction of bullying and need to be represented in the program to address bullying.

First, there must be awareness and involvement. Olweus (1993) states that the adults in the school and to some degree, at home, must become aware of the extent of the problem. The adults need to seriously engage in changing the problem. Intervention is needed even when there is just a suspicion of bullying. Intervention by adults marks an important attitude: *We don't accept bullying*. Assurances from the victim that the whole thing was "just for fun" cannot be unconditionally accepted. The Guiding Rule of

Action is to intervene too early rather than too late (Olweus). Further, Olweus indicates that there are measures to address bullying that can be taken at the school level, the classroom level, and the individual level.

### School Level Components

To initiate a school-wide prevention program, Olweus (1993) recommends the formation of a bullying prevention

coordinating committee. It should coordinate the implementation of the program and provide feedback information to relevant target groups. Teachers who are well respected within the school community should be enlisted to serve on the committee, as well as counselors, a school psychologist, parents, and students.

Another component is to establish a school-wide conference day with the goals to discuss bullying in all classes and to determine an overall long-term plan of action which is concrete and detailed. Prior to the conference day, an anonymous student questionnaire can be distributed. The purpose of the questionnaire is to assess the nature and prevalence of bullying at the school. The coordinating committee can analyze the findings and present them during the conference day. The findings, then, are specific to each school. When they are combined with discussions about suitable countermeasures, they are likely to engender adult involvement.

At the school level, Olweus (1993) recommends

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***"It is not a rite  
of passage that  
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must survive..."***

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that there be a coordinated system of supervision during unstructured times, lunch, break, recess, etc. Increased adult density during these times and in high-risk areas (e.g., bathroom, secluded areas inside the school building or on school grounds) reduces the frequency of bullying incidents. Younger and older students should have different bell schedules and breaks at different times and places. In addition, adults within the school should exchange information about bullying incidents, victims, and the bullies and follow-up quickly and appropriately.

Other school level measures include putting the topic on the PTA agenda, creating a teacher group as a forum for discussing the various problems at the school and sharing and learning from each other, and creating parent circles to further knowledge of the problem and to assist the school's work on bullying. By including the parents, they become involved in supporting the school's anti-bullying efforts. Because bullied students fear retaliation by reporting incidents, a contact telephone for parents or students to discuss their situation anonymously with school personnel can be established.

#### ***Class Level Components***

Although the school may have general rules that encompass bullying, it is of great importance to establish a specific, direct set of rules against bullying (Olweus 1993). Likewise, individual teachers are advised to have students help design classroom rules. Before the students begin to help develop these rules, teachers are encouraged to read aloud literature to increase the students' empathy with the victims, to have class discussions, to role-play possible ways for neutral students to counteract social exclusion and to stop ongoing bullying, and to address concerns about tattling, ratting-out, or snitching. The rules suggested by Olweus are: *We will not bully other students. We will try to help students who are bullied. We will make a point to include students who become easily left out.*

Because praise from teachers influences student behavior, teachers are encouraged to praise individual students, a group of students, and the entire class for positive behavior. ALL students need praise and do things that deserve appreciation. In addition, regular classroom meetings should be held to increase knowledge about bullying and to encourage prosocial norms and behavior (Olweus, 1993).

#### ***Individual Level Components***

On an individual level, Olweus (1993) indicates that *serious* talks with the bully must be initiated quickly. The talks should be confidential and individual, not in front of other students. He cautions to be prepared for the bully to minimize his/her roles and to exaggerate the roles played by others. Also, bullies tend to attempt to justify their behavior by indicating that the victim was provocative. If there is a group of bullies, then the talks should be held one at a time, in rapid succession. This approach prevents the likelihood that the bullies can develop a strategy and coordinate their stories. Next, assemble the group of suspected bullies and send the message that no further bullying will be tolerated and sanctions will be imposed. If the bullying behavior does not change, then, talks with the principal and parents must be

arranged and sanctions imposed.

Likewise, Olweus (1993) advises that talks with the victims are important. Usually, victims are afraid to report incidents because they fear retaliation and escalation of the bullying. Because victims must be given protection, adults must be vigilant. Therefore, close cooperation and frequent exchange of information between the school and the victim's family are imperative. Sometimes the victims are too afraid to talk; then, it is the responsibility of the adults to unravel the problem. Keeping the bully's secret only perpetuates the problem. Action is necessary.

In addition, meetings with parents of both the bully and the victim should be arranged. Logically, they need to be separate. However, if it is deemed appropriate, a secondary, joint meeting can be held. If it is suspected that the meeting could be difficult, then the school psychologist or counselor should be included.

Finally, Olweus (1993) indicates that, if necessary, bullies can be moved to other classes away from the victims. If there is a group of bullies involved, they can be distributed in classes away from each other as well. If the problem mandates it, the bully or bullies can be moved to other schools. Generally, moving the victim should be undertaken as a last resort. However, all moves must be carefully planned and prepared. If possible and appropriate, being removed from the class or school can be used as pressure for bullies to change their behavior (Olweus).

Often, the biggest hurdle in addressing the problem is creating awareness and acceptance. Obviously, there are many enlightened, compassionate teachers and administrators who work diligently to solve the problem of bullying. However, many of us are well-intended but ill-informed. Unfortunately, acknowledging bullying is viewed as embarrassing and as a failure. The opposite is actually true. Failure to acknowledge the problem is a failure of leadership. Everyone knows that it exists: administrators, teachers, students, and parents. Therefore, we need to accept the existence of bullying and take the initiative to address it.



It is not a rite of passage that all students must survive; learning how to deal with bullies on their own is not just something that all students must do. We all know that students need to feel safe in order to learn.

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## Early Childhood

by Kris Ganley

Those of us who teach in the early childhood setting frequently deal with behavior problems, and we constantly evaluate and reevaluate the way we handle situations involving these behaviors. Neilsen, Olive, Donovan & McEvoy (1999) stress the importance of assessing and managing these challenging behaviors. All behavior serves a specific purpose. It can be predicted by what happens before (antecedent), and it can be maintained or continued by events that occur after (consequence). In designing effective interventions it is important to consider the form and function of the behavior.

Form may be anything from breaking toys to tantrumming. Function usually serves one of two purposes: avoiding an outcome (negative reinforcement) or obtaining an outcome (positive reinforcement) (Neilson et al. 1999). Pulling hair (form) may result in getting teacher attention (function). Hitting (form) may result in being removed from circle (function). Several forms (hitting, screaming, biting) may result in one function (gaining attention), and one form (tantrumming) may serve many functions (gaining attention, escaping activities, obtaining objects).

In order to change a behavior, we need to determine the function of the behavior. This can be done through a functional assessment. A functional assessment allows us to look at events that happen before and after the behavior and make predictions about when future behaviors will occur. A functional assessment includes three components: the interview, direct observations and environmental manipulations (Neilson et al. 1999).

Interviews are the first step in understanding the behavior. Interviews can be with the parent, teacher and/or child care provider. Interviews may be informal and consist of asking questions to the parent or teacher: "Are you making requests when Johnny hits?" Interviews may also be more formal or structured using specific interview guides and scales. An assessment scale can be completed by all who work with the child in order to help assess the function of the behavior.

Direct observation is the next step. This provides important information about the function of the challenging behavior (Neilson et al. 1999). Direct observation may help to determine the link between the behavior and the function.

Environmental manipulation is the last component and is often needed to verify the function of the behavior. It is necessary to see if behavior changes if specific antecedents or consequences are altered. For example, if the teacher plays with the child during free play is the behavior decreased? Once the function has been

determined, we must look at *our* reactions to the behavior (Neilson et al. 1999). Reactions are important because they often maintain or increase behavior. When we talk to the child or remove him from the group, he has successfully gained attention or avoided the activity in one way or another.

Instead of reacting to the child's challenging behavior, we need to respond to the positive behavior. We should concentrate on teaching the child appropriate ways to receive our attention and deal with activities that are difficult. Functional communication training (FCT) teaches children to replace the challenging behaviors with appropriate communication and achieve the same result (Neilson et al. 1999). This is a form of antecedent intervention. If Mary tantrums before going to circle, teach her to say "no" or use a symbol for "no circle." The communication must relay the exact message and achieve the same results, in this case "no circle." In both instances, Mary is not going to circle, but she is no longer tantrumming. It is not necessary for her to display the behavior to avoid the activity. Once the tantrumming has stopped, you can begin to encourage her go to circle. If Mary likes to blow bubbles, incorporate them into circle time. Mary can go to circle to blow bubbles and then leave. As she participates in pleasurable activities at circle, her time at circle can be expanded.

It is important to implement the intervention before the challenging behavior occurs for two reasons. First, it avoids the child learning an inappropriate sequence of behaviors such as engaging in the behavior first and then requesting help. Secondly, reacting to challenging behaviors results in more work for the teachers because they must continually deal with the situations (Neilson et al. 1999).

Individualization is paramount in dealing with challenging behaviors (DEC 1999). Each child is different and there is no "cook book" approach to challenging behaviors. We can't look up "biting" and find a recipe to decrease that behavior. However, if we plan for challenging behavior instead of reacting to it, we can spend more time teaching and developing positive programming for the students.

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## Elementary Education

by Judith Fontana

### There's a Reason for the Unrest: A Functional Approach to Classroom Management

The broadening of instructional placement options fostered by the inclusion movement is changing the demographic of the average classroom. All teachers are being required to rethink instructional procedures as well as how behavioral issues will be prevented and/or dealt with. It is important to remember that behavior serves a function. It is purposeful and serves to meet intrinsic needs.

| <u>Need</u>        | <u>Function</u>  |
|--------------------|--|
| Love or acceptance | Attention getting: Recognition, or social interaction from significant adults or peers   |
| Power              | To gain a desirable tangible object, activity or event   |
| Freedom            | To escape from a demanding task, social interactions with adults or peers, attention, an object activity or event. (See survival)                            |
| Fun                | To gain sensory stimulation  |
| Survival           | To escape from painful internal stimulation. Consider that fear of failure, especially public failure, can be a highly emotional/painful event for students. |

A combination of techniques can be used to address behavioral, cognitive and affective functions of a student's behavior. The 1997 Amendments to IDEA (currently under revision) require that IEP teams explore the need for instructional and behavioral strategies to address behaviors that may interfere with learning. The analysis of behavior is a complex task that requires both formal and informal data collection to create hypotheses related to antecedents, actions and consequences. References for information on conducting a functional behavioral assessment are listed below. Effective classroom management is a delicate balance of three factors: (a) classroom environment, (b) explicit and consistently enforced behavioral expectations and (c) meeting the instructional needs of the students. Most behavior can

be managed via thoughtful handling of these three antecedent factors.

Classroom environment ranges from a friendly greeting (Know your students and call them by name) at the door to the physical arrangement of your classroom.

#### Environmental factors to consider:

- Do the desks fit the kids?
- Can everyone see the board or transparencies?
- Is there environmental noise you can adjust (heating and cooling equipment)?
- What about the lighting? Is it dim or bright? Do you have natural light?

#### Safety nets:

- Do you have extra materials such as pencils and paper? (we all forget things sometimes)
- Is there a class set of textbooks?
- Are there alternative instructional materials for enrichment or to address reading problems?
- Do you use benchmarks, rubrics or have provisions for accepting late work? Is there an explicit classroom management plan? Students need to know what is expected, and why. Consequences must be reasonable and whenever possible be structured for restitution. Expectations and explanations should be posted. (On Time means...). Depending upon your own philosophy of classroom management, you may want to have the students help create rules and consequences. Set boundaries on the consequences before you begin (During peer editing, a compliment should be made before constructive criticism).

Considering that students with disabilities receive special education services when the disability is accompanied with academic deficits/ failure, it is crucial to address instruction as an antecedent to inappropriate behavior.

Inappropriate behavior is frequently the result of an instructional mismatch, which may result in frustration or boredom. Students, who perceive that an assignment is too difficult, may move into avoidance mode in which they subconsciously or deliberately initiate behavior that will result in their removal from the situation, your classroom. Fear of failure and the accompanying embarrassment is the motivation. If they act out, to get out (of class or of work) they have won the battle, but have ultimately lost the opportunity for learning.

The other aspect of instructional match is boredom. Students who are not academically challenged will find ways to amuse themselves. A sure way to discourage work completion for these students is to give them more of the same. Instead, after you have determined that they understand the lesson, provide opportunities for them to broaden the scope of their knowledge in the content, or even allow them to investigate something they are personally interested in.

Given the variables of student skills and abilities, curriculum content and task requirements similar inappropriate behaviors may result from frustration or boredom and the same student may be bored or frustrated according to the demands of the task. This

scenario illustrates the need for ongoing informal assessment that is analyzed to determine adaptations and accommodations to facilitate student success.

With the philosophy that all students are capable of learning and the willingness to look at the environment structure and the delivery of instruction, some inappropriate behaviors may be prevented.

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## Secondary Education

### Peer Tutoring: A Strategy for ALL Students

By Dr. Vicky Spencer, George Mason University

Classwide Peer Tutoring (CWPT) is one of the most successful strategies for promoting achievement among diverse groups of learners including students with mental retardation, learning disabilities, and emotional disabilities (Mastropieri, Spencer, Scruggs, & Talbott, 2000). CWPT involves pairing the students in the classroom to alternate roles of tutor and tutee to master basic academic skills. Research has shown that peer tutoring can provide benefits for both the tutor and the tutee (Maheady, 1998). Some of those benefits include:

- increased time on-task
- more opportunity for practice
- more opportunities to respond
- additional assistance and support
- frequent and immediate feedback on academic performance

As a result of these benefits, the student is provided with a more positive learning environment. Although there are a number of ways to implement CWPT, the following information provides a general framework for using the strategy and provides suggestions to the teacher.

First of all, careful consideration needs to be given to students' educational level when pairing the students to work together. Pairing very high with very low achievers may result in conflict and students may experience difficulties in developing an equally beneficial relationship. Additionally, there may be students in the classroom who do not get along with each other. Because of factors such as these, the teacher may want to match the students without student input prior to introducing the strategy.

Secondly, establishing tutoring rules and procedures is essential

to the success of the strategy. The following are examples of tutoring rules (Mastropieri & Scruggs, 2000).

- Sit next to your tutoring partner.
- Talk in a quiet voice.
- Share materials equally with your partner.
- When partners are correct, make statements like, "That's great!" or "Very good!"
- When partners are incorrect, make statements like, "No, the answer is \_\_\_\_\_. Let's try it again." Never belittle or criticize an incorrect answer.

Last of all, training is a key factor in the success of any strategy; therefore, the teacher needs to take some time to train the students in the procedures and give them the opportunity to practice. In the following example of CWPT, peer tutoring is used in combination with a summarization strategy. First, the students are paired together. The teacher assigns a reading selection and the stronger reader reads for five minutes to their partner. Then, the roles are reversed and the weaker reader reads for five minutes. At the end of the 10-minutes, the readers answer three questions about the passage using the following worksheet.

|   |
|---|
| <b>Summarization Strategy Sheet</b>           |
| Who or What is this section about?            |
| _____   |
| _____   |
| What is happening to the who or what?         |
| _____   |
| _____   |
| Write a summary sentence in 10 words or less. |
| _____   |
| _____   |

Clearly, this strategy has been successful in accommodating different ability levels within the same classroom, thus enhancing instructional time for all students. In a recent study, Spencer, Scruggs, & Mastropieri (in press), investigated the use of CWPT combined with a summarization strategy in social studies classes with middle school students, with emotional or behavioral disorders, in a self-contained setting. Results showed an increase in social studies test scores as well as an increase in time-on- task. Further, the students made positive comments regarding the use of CWPT. For example, one of the seventh grade students commented, "I liked working with other people. I can work faster with another person. Working with somebody gives you somebody to help you." Another seventh grade student shared, "My grades were great! I went from a D+ to a B+, and my dad was really proud of me. I liked not having to do all of the work alone, and I got different points of view."

As with any classroom activity, variation keeps students more motivated. Many CWPT studies have reported using the strategy three times a week for 30-40 minutes depending on the classroom schedule

(Mathes, Fuchs, Fuchs, Henley, & Sanders, 1994). Further, this strategy can be used across content areas and with a variety of reading materials. As the classroom teacher, you know your students, classroom, and schedule better than anyone. Therefore, it is important to implement and modify the program as necessary.

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## Technology

by Lucinda Zimmermann

In July 2003, an exciting new website, T/TAC Online, will be available to professionals and families across Virginia. T/TAC Online is a dynamic, easy to use, web-based community that offers training, resources and assistance to people working or living with children and young adults with disabilities. This innovative solution addresses the need for professional development and information about helping children with disabilities and will offer the flexibility to professionals and families that only the Internet can provide. Due to the nature of the Internet, the resources will be available to everyone at any time on any day. Professionals and family members will be able to access the information and receive training information at their convenience.

In 2000, the Virginia Department of Education and George Mason University partnered to create this online forum aimed at professional development for the special education community. Over several semesters, various teams of graduate students in the GMU Instructional Design & Development Immersion Program collaborated with T/TAC specialists, subject matter experts, teachers and other stakeholders to design and develop a site that meets the needs of the community serving children with special needs. Through the Instructional Design process, the students created a vehicle for T/TAC Specialists to provide online instruction, to highlight resources and to

post workshops and events across the state.

The primary function of the site is to provide online training on special education related issues. Upon the initial launch of the site, online workshops, or webshops, will be available to all interested people. The self-paced webshops are designed by T/TAC Specialists located throughout Virginia and are intended to be a collection of 15-minute segments of instruction (modules), which break the overall content down into smaller, more manageable pieces. Future plans for the site will include access to courses or longer, more developed training opportunities.

Also available on the site will be online resources suggested by T/TAC Specialists and a listing of events and workshops across the Commonwealth. In addition, a community forum will be available to provide a bridge for communication among experts and stakeholders. This forum will allow community members to dialogue with each other about special education topics and to recount experiences with T/TAC that have enhanced the education of a child with special needs.

Keep a look out for the launch of T/TAC Online this summer! As the website moves closer to the launch date in July 2003, the URL (website address) will be publicized. If you have any suggestions or questions about the development of the site, please contact Lucinda D. Zimmermann at [lzimmer1@gmu.edu](mailto:lzimmer1@gmu.edu).

## The Paraeducator<sup>press</sup>

Helping Students Shine

### No Child Left Behind:

### The impact of the regulations on paraprofessionals in the state of Virginia

By Lynn Wiley, Ph.D.

On January 8, 2002, President Bush signed the *No Child Left Behind Act of 2001* (NCLB). The Act is based on four principles: stronger accountability, increased flexibility and local control, expanded options for parents, and an emphasis on proven methods of teaching. It redefines the federal role in K-12 education and addresses disadvantaged, disabled and minority students and their peers. It sets high standards of performance for all students and, in doing so, sets high standards of qualification for all teachers and paraprofessionals working with every student in every school.

What this means for paraprofessionals is that by the year 2006, individuals working in this capacity must meet the requirements for "highly qualified." The *No Child Left Behind* legislation defines a "highly qualified" paraprofessional as a person who has completed one of the following requirements:

- At least two years of study at an institution of higher education; or
- An associates degree or higher degree; or
- Has met a rigorous standard of quality and can demonstrate, through a local or formal state academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading

readiness, writing readiness, and mathematics readiness) [Section 1119(c)(1)(A)(B)(C)(i)(ii)].

Paraprofessionals with instructional duties hired before January 8, 2002, and working in a program supported with Title I funds must meet **one** of the requirements above in four years [Section 1119(d)]. All paraprofessionals with instructional duties hired after January 8, 2002 and working in a Title I supported program must meet the requirements for “highly qualified” upon hiring. These requirements apply to paraprofessionals with instructional duties in any program supported by Title I funds. For Title I schoolwide schools, this means all paraprofessionals with instructional duties regardless of the source of funding for the positions.

Requirements do not apply to those paraprofessionals working as translators or whose duties consist solely of conducting parent involvement activities consistent with 1118 [Section 1119(e)(1)(2)]. Additionally, requirements do not apply to those who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance.

**All** paraprofessionals, regardless of their hiring date, in a program supported with Title I funds, must have a secondary school diploma or recognized equivalent (GED).

The state of Virginia will use the ParaPro Assessment as it’s formal state academic assessment. The test was developed by Educational Testing Service (ETS). Information on the ParaPro can be found on the ETS web site at: [www.ets.org/parapro/index.html](http://www.ets.org/parapro/index.html) The site explains the basic premise behind the test’s development, how to register to take the test, as well as test-taking strategies and sample test items. The assessment itself reflects the most current research and professional expertise of educators across the country. It was developed with the assistance of an advisory committee comprised of paraprofessionals and teachers who work with paraprofessionals.

The ParaPro Assessment for prospective and practicing paraprofessionals measures skills in reading, mathematics, and writing, as well as the ability to apply those skills and knowledge to assist in classroom instruction. The test consists of 90 multiple-choice questions, with approximately two-thirds of the questions in each subject area focused on basic skills and knowledge, and the other one-third focused on the application of those skills and knowledge in a classroom environment. The first 5 questions in each of the subject areas are pretest questions and do not count towards the final score. The questions are organized by subject area, with reading first, then mathematics, and finally writing.

Although there are three areas addressed by the test, the test taker will receive a single test score. The state of Virginia will establish the required passing score for the test. The test can be taken multiple times, however, there may be a waiting period between tests which will be determined by ETS. Study guides and other resources are available through ETS that will help you prepare for the ParaPro Assessment.

Virginia has determined that school divisions can use Title I and Title II funds to pay for assessment, ongoing training, and professional development for paraprofessionals to help them meet the requirements of NCLB. School divisions in Virginia may also decide to develop and use their own assessment, rather than the ParaPro, in order to comply with the requirements of the federal act. It is, thus, important that you

know the specific criteria set by the school division in which you are working.

For more information, visit the Virginia Department of Education web site at [www.pen.k12.va.us/VDOE/nclb](http://www.pen.k12.va.us/VDOE/nclb)

The idea of satisfying the new legislative requirements of *No Child Left Behind* may seem overwhelming. There is, however, a gratifying message presented by the new legislation. By requiring paraprofessionals to be highly qualified, it recognizes the critical role you play in the education of America’s youth. NCLB focuses on the quality of public education in this country by asking schools and teachers, including paraprofessionals, to be accountable for the progress of their students by carefully considering test scores, learning environments, collaboration with parents, and their own qualifications in the areas in which they teach. As President Bush’s Commission on Excellence in Special Education stated in their 2002 report, “...our nation can build on the successes of the past and do even better in meeting the needs of special education children and their families. But we will do so only through a focus on educational achievement and excellence, teacher quality and support, and rigorous research. We will succeed if we work to create a culture of high expectations, accountability, and results that meet the unique needs of every child. Only then can the promise of no child left behind truly be fulfilled.”

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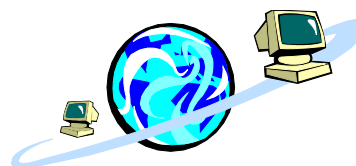
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