**Writing Paraprofessional on the IEP**

**(Third Party Billing)**

**IEP Checklist for Third Party Billing for Paraprofessionals:**

* “Special Education and Related Services:”
	+ Staff supervision time.
		- Typically this will be the “Qualified Professional”.
		- The time should be dependent upon student needs; at a minimum, 10 minutes of indirect service per month.
* “Child Specific Paraprofessional Support”:
	+ Check “Yes”
	+ Service time for the paraprofessional is listed on this grid.
		- **Select Personal Care Attendant in the pull down**
		- The time should be an average of the time listed on the time study.
		- You must have time entered on the grid if you select “yes”.
	+ In the description box (additional examples are attached):
		- Condition of the diagnosis that creates the need.
			* Examples include Attention Deficit, Autism, Cognitive Delays, etc.
			* Description of the tasks the paraprofessional is doing (ALL tasks, not just those for third party billing).
			* Statement of supervision of the paraprofessional.
			* Statement of responsible party (this is always the case manager).

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| In the IEP |
| Qualified Professional on the services grid | Child Specific Para is checked | Personal Care Attendant is selected | Personal Care Attendant Time on IEP | Condition is Listed | PCA tasks listed | Supervision and Responsible Party in PCA box |
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**Examples of what to write in the Child Specific Paraprofessional Support box:**

* Johnny has a diagnosis of Autism Spectrum Disorder. Johnny needs assistance to ensure he ensure cleanliness as a sucks on his fingers. He needs to be redirected when he makes inappropriate comments or starts to cry; someone needs to be available to escort Johnny from the classroom when his behavior interferes with that of others. Someone needs to be available to protect Johnny if he becomes self-injurious (for example, hitting his head on the desk or poking himself in the eyes). He also needs to have someone available to prevent him from injuring others by poking, punching, or hitting staff and students. He is vulnerable to bullying and teasing which increases aggressive behaviors. A paraprofessional is also available to ensure he is dressed appropriately for indoor and outdoor conditions as well as helping remind him to use the toilet, and meeting his personal care needs after using the facilities including dressing appropriately and washing his hands. The paraprofessional is supervised by the special education teacher, and the case manager is the responsible party.
* Johnny has a diagnosis of cerebral palsy. The paraprofessional monitors, observes, and cues for muscle control such as slumping and loss of head control; he needs to be positioned several times daily to avoid skin lesions. The paraprofessional assists Johnny with using the restroom; monitors for safety in the hallway during high traffic passing times; range of motion exercises need to be completed daily to maintain level of strength and muscle functioning. The paraprofessional is supervised by the special education teacher and school nurse; the case manager is the responsible party.
* Johnny has a diagnosis of Down Syndrome. He demonstrates increased vulnerability which requires consistent supervision. The paraprofessional will observe, intervene, and redirect for behaviors that may cause of have the potential to cause injury to Johnny or others. He needs reminders to wash hands after toileting and before eating. He is able to ambulate around the school; however, he has limited sense of direction and can become lost. He needs to be monitored to ensure he is dressed appropriately for indoor and outdoor conditions. The paraprofessional is supervised by the special education teacher; the case manager is the responsible party.

* Johnny’s developmental delay results in difficulties completing tasks independently. He is unable to toilet at a level consistent with his peers and needs reminders to use the restroom, pull up his pants, and wash his hands. He needs to be monitored closely as he tends to wander off and touch objects which can be harmful. Johnny demonstrates delayed verbal skills so he is unable to express his needs. He demonstrates delayed gross motor skills so he needs to be monitored closely during physical activities as he demonstrates no fear of climbing to the top of the slide and other playground equipment. The paraprofessional is supervised by the special education teacher, and the responsible party is the case manager.
* Johnny’s diagnosis of behavior disorder results in increase impulsiveness, hyperactivity, and distractibility. He needs to be redirected to listen to the instructor or other professionals in the classroom and to reduce disruption to the learning environment. He needs reminders not to speak out repeatedly at inappropriate times. He needs to be monitored to ensure he does not become agitated and physically aggressive; if he starts to fidget with school supplies such as erasers and crayons, he should be asked to leave the classroom with the paraprofessional. If the agitation increases, he often starts to throw the school supplies which can be injurious to himself or others. The paraprofessional is supervised by the special education teacher; the responsible party is the case manager.
* Johnny’s behavior results in the physical aggression toward others such as hitting, kicking, and biting. He needs to have his behavior redirected. He needs assistance to stay on task. The paraprofessional also supervises him during unstructured time to ensure the safety of all students. The paraprofessional is supervised by the special education teacher; the responsible party is the case manager.
* Johnny’s behavior requires the assistance of a paraprofessional. He needs redirection to keep his hands to himself. He also uses inappropriate language and needs to be redirected. Johnny can become physically aggressive toward himself when he becomes frustrated such as hitting or biting himself. The paraprofessional is supervised by the special education teacher; the responsible party is the case manager.