

## Project Description & Sites

**Areas of Study:** 1) Education 2) Program and Policy Development

**Population:** Paraprofessionals and students with diverse learning needs

**Sites:** Lake Central School Corporation; Kolling Elementary, Homan Elementary, Watson Elementary, Bibich Elementary, Protsman Elementary, and Clark Middle School

**Description:** The scope of my doctoral capstone project focused on instruction enhancement for paraprofessionals to guide students towards success in all areas of educational participation. Throughout the course of my project, I gained clinical experience with the school-based educators and occupational therapy (OT) practitioners, designed instructional training, and created evidence-based educational materials for paraprofessionals.



## Project Completion and Outcomes

**Outcome Measure 1:** The student will demonstrate increased competence within the educational setting as evidenced by the design of an instructional training for paraprofessionals in effective strategies for supporting students with intellectual and developmental disabilities and other special needs for school-aged children.

**Outcome Measure 2:** The student will create a sustainable digital folder of educational materials based with evidence-based research for paraprofessionals to reference throughout the school day to guide educational participation.

## Mission & Vision Statements

**Mission Statement:** To provide paraprofessionals effective evidence-based practices for student instruction by gathering information from school-based educators and OT practitioners and providing training and educational materials.

**Vision Statement:** To increase skilled support for students with intellectual and developmental disabilities through implementation of evidence-based practices while enhancing educational performance.

## Needs Assessment | Literature Review

**Needs Assessment:** The Individuals with Disabilities Education Improvement Act of 2004 enables special education paraprofessionals to support and instruct students with disabilities when provided with appropriate direction, training, and supervision (Brock & Anderson, 2020). The local school district that I completed my project at expressed a lack of formal training and willingness to collaborate and support an OT approach to instruction.

**Literature Review:** In a systematic review conducted by Brock and Carter (2013), results found that paraprofessionals are capable of fidelity implementation of learned interventions and enhancing improvement of outcomes for students with intellectual and developmental disabilities when adequate training and a focused role are given. Multiple studies found that paraprofessionals were not adequately prepared for their job-related tasks and received little to no training on instructional approaches (Breton, 2010; Bolton & Mayer, 2008; Carter, O'Rourke, Sisco, & Peluse, 2009).

## Christ | Scholarship | Service

Intention to provide learners with the confidence needed to care for surrounding students, just as He (Christ) did for others

“And the child grew and became strong, he was filled with wisdom and the grace of God was upon him.” Luke 2:40

## Deliverables

**Deliverable 1:** Instructional training

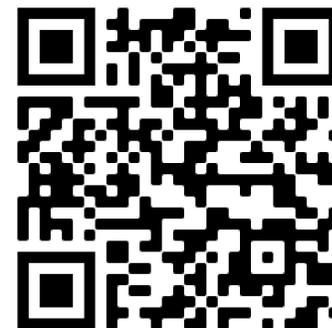
**Deliverable 2:** Compilation of digital resources

**Deliverable 3:** CEU certificate

**Deliverable 4:** Digital folder with evidence-based research

**Deliverable 5:** Survey to target population

**Deliverable 6:** Clinical experience



## Future Implications for OT

**Impact on OT:** The recorded instructional training and reference guide will be available to the resource teachers and paraprofessionals at Kolling Elementary. The instructional approaches will guide students with diverse learning needs towards successful educational participation.

**Contact:** Email at [grayb2@huntington.edu](mailto:grayb2@huntington.edu)

## KEY REFERENCES

\*Full reference list and image reference list available upon request