

SECTION 1 • SET UP THE BINDER

PARAPROFESSIONAL BINDER

REFERENCE

PARAPROFESSIONAL

SCHOOL / BUILDING

UPDATED

#	STUDENT	GR	CUE(S) THAT WORK	SUPPORTS AND MATERIALS	LIKES	WHAT DOESN'T WORK / AVOID
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

Every cue, support, like and thing to avoid on this page is written by the teacher, the case manager, or a family member who already knows the student — never a clinical finding this file supplies on its own.

Print this page twice and number the rows straight through; carry only the students you actually support that day.

A cue sheet from last year is slower to use than none. Ask the teacher or case manager to re-confirm each row at the start of a term, and any time a student's supports change — this page is only as useful as its last update.

Paraprofessional Binder

Page 7 of 19

✦ BRIGHT PATH SPED

PARAPROFESSIONAL BINDER

TARGET (FROM THE PAGE
BEFORE THIS ONE)

DATE _____

PARAPROFESSIONAL

[illegible]

ns, counted
t about why
student's

The teacher-para communication log (page 12) is where the day's context goes in full sentences; this page stays a quick count.

xt column, and start a fresh copy of this page once the wording on
xing two different wordings on one sheet makes the count

Page 11 of 19

◆ BRIGHT PATH SPEED

★ BRIGHT PATH SPED



What Is Inside, and Where

19 pages: three sections and a worked example. No page here names a clinical finding, a label, or what may be delegated to a paraprofessional — every one of those stays your building's own call, with a blank line to write it on.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up the Binder

PAGES 6–8



**Binder Setup:
Cover, Tabs and
Key Contacts**
SETUP

6



**Student Quick-
Reference Cards**
REFERENCE

7



**Daily Schedule
and Routine
Template**
CHECKLIST

8

02 Track the Day

PAGES 10–12



**Naming the Target
Skill or Behavior**
NOTES

10



**Data Collection
Quick Sheet**
LOG

11



**Teacher-Para
Communication
Log**
NOTES

12

03 Report It, Then Adapt

PAGES 14–17



**Weekly Summary
Roll-Up**
TRACKER

14



**Observable-
Language Phrase
Bank**
REFERENCE

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**Adapting This
Binder: Inclusion
Classroom or Self-
Contained Room**
SETUP

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**Substitute Para
Quick Start**
SETUP

17

Worked example

PAGE 18



**A Week, Set Up
and Reported
Back — Filled In**
EXAMPLE

18

TWO PAGES THAT LOOK SIMILAR, USED DIFFERENTLY

The daily schedule and routine template (page 8): where you are and who you are supporting, block by block.

The data collection quick sheet (page 11): the same time blocks, but tallying one named target skill or behavior instead of your own location.



START HERE

Start Here — Three Steps

Ninety seconds of reading. Set the pages up once, then this is the binder you carry through a day.



1

Set up once

Fill in the binder cover and key contacts (page 6), a quick-reference card for every student you support (page 7), and your daily schedule or routine template (page 8).

Print single-sided so a substitute or a new para can write directly on the pages.



2

Track one target through the day

Write the target skill or behavior in plain words, with the teacher or case manager (page 10), then tally it on the quick sheet (page 11) and log the day for the teacher (page 12).



3

Report it back, and keep two pages in reserve

Complete the weekly roll-up (page 14) for the teacher or case manager; the phrase bank (page 15) writes it in observable language.

Keep the adapting-settings page (page 16) and the substitute quick start (page 17) at the front of the binder for anyone new to it.

WHAT THIS FILE IS

A fillable PDF: student quick-reference cards, a daily schedule and routine template, a target-skill definition page, a data quick sheet, a teacher-para communication log, a weekly roll-up, a phrase bank, and a second version of the core pages for a different setting or a substitute — one binder for a paraprofessional's own role. It works offline, with no account or subscription, and every page also prints blank for a pen.

WHAT THIS FILE IS NOT

Not a full goal-by-goal data system and not a schedule for coordinating several paraprofessionals across a room — this binder is one paraprofessional's own working copy. It does not decide what a student needs, what may be delegated, or what a district's supervision policy requires.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here names a clinical finding, a label, or a therapy or procedure. Every student cue, like and dislike on page 7 is invented by the adults who already know the student — this file never fills those cells in for you.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

I support more students than fit on one card page. Print page 7 twice and number the rows straight through.

Anything else — the Ask a Question tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS BINDER LIVES

A filled-in page is a student record. Keep the completed binder in a secure place, follow your district's own records policy, and use first names or initials on any page that leaves the building.

REFERENCE

Student Quick-Reference Cards

14 rows: one per student, the cues and supports that already work for them, and what to avoid. Everything on this page is invented by the adults who know the student, never a clinical finding or a label.

	PARAPROFESSIONAL	SCHOOL / BUILDING	UPDATED			
#	STUDENT	GR	CUE(S) THAT WORK	SUPPORTS AND MATERIALS	LIKES	WHAT DOESN'T WORK / AVOID
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

WHERE THESE WORDS COME FROM

Every cue, support, like and thing to avoid on this page is written by the teacher, the case manager, or a family member who already knows the student — never a clinical finding this file supplies on its own.

IF THE CASELOAD RUNS LONGER THAN ONE PAGE

Print this page twice and number the rows straight through; carry only the students you actually support that day.

KEEP THIS PAGE CURRENT

A cue sheet from last year is slower to use than none. Ask the teacher or case manager to re-confirm each row at the start of a term, and any time a student's supports change — this page is only as useful as its last update.

 LOG

Data Collection Quick Sheet

14 time blocks. A tally, not a judgment: how many times the target skill or behavior named on the page before this one happened, block by block.

STUDENT (INITIALS)

TARGET (FROM THE PAGE BEFORE THIS ONE)

DATE

PARAPROFESSIONAL

#	TIME BLOCK	TALLY	COUNT	CONTEXT NOTE (BRIEF)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

WHAT A TALLY IS, AND IS NOT

A mark every time the instance happens, counted at the end of the block. Not a judgment about why it happened and not a note about the student’s mood, health, or a condition.

PAIR IT WITH THE COMMUNICATION LOG

The teacher–para communication log (page 12) is where the day’s context goes in full sentences; this page stays a quick count.

IF THE TARGET CHANGES PARTWAY THROUGH THE DAY

Stop the tally, note the time in the context column, and start a fresh copy of this page once the wording on the target page (page 10) is updated. Mixing two different wordings on one sheet makes the count impossible to use later.

 TRACKER

Weekly Summary Roll-Up

What the week's data sheets actually produced, in counts, not a paragraph written from memory on Friday afternoon.

PARAPROFESSIONAL

WEEK OF

STUDENT(S) SUPPORTED

TEACHER / CASE MANAGER

THIS WEEK, DAY BY DAY		
DAY	TARGET COUNT OR TALLY	NOTES FOR THE TEACHER

WEEK SNAPSHOT

TOTAL COUNT THIS WEEK

AVERAGE PER DAY

DAYS DATA WAS COLLECTED

FLAG FOR THE TEACHER?

STUDENTS SUPPORTED

COMMUNICATION LOG ENTRIES SENT

OPEN ITEMS FROM THE LOG

REVIEWED WITH

REVIEWED WITH THE SUPERVISING TEACHER

DATE REVIEWED

TEACHER INITIALS

A roll-up that shows what is still open, and why, is more useful to the teacher than one that looks finished and is not checked against anything.

WHERE EVERY NUMBER ON THIS PAGE COMES FROM

The week snapshot is read off the data quick sheet (page 11) and the communication log (page 12). Nothing on this page is a number this file supplies for you.

WHO THIS PAGE IS FOR

The supervising teacher first, since it is built to be read in a two-minute end-of-week conversation; the case manager second, if the target skill or behavior is also being tracked for an IEP meeting.

WORTH FLAGGING BEFORE NEXT WEEK

REFERENCE

Observable-Language Phrase Bank

Every line is a starter, not a finished sentence: fill the blank from the page in front of you, not from memory.

Use these to draft the communication log, the flag for the teacher, and the weekly roll-up note. Finish each sentence with your own number or word; none of them is a finished statement on its own.

DESCRIBING THE DAY, IN OBSERVABLE WORDS

- During ____ today, I tallied ____ instance(s) of the target named on page 10.
- The time of day it happened most was ____, and least was ____.
- The context note I would add is ____, written on the data sheet at ____ (page 11).
- Nothing about ____'s plan is changing; this note only describes today.

FLAGGING SOMETHING FOR THE TEACHER

- I want to flag ____ for the teacher because ____, first noticed at ____.
- Compared to yesterday's tally (page 11), today's count was ____ (higher / lower / about the same).
- The question I would ask the teacher first is ____.
- Nothing about this flag was decided by this file; it is my own observation.

WRITING THE TEACHER-PARA COMMUNICATION LOG

- Today, ____ went well, specifically ____.
- The item I would most want the teacher to know before tomorrow is ____.
- I need ____ from the teacher before I can ____.
- The full week's numbers are on the roll-up (page 14), not repeated here.

WRITING THE WEEKLY ROLL-UP NOTE

- Of the ____ days data was collected this week, ____ had a complete tally (page 11).
- The day that stands out most is ____, because ____.
- The routine most worth keeping exactly as it is: ____.
- The open item I would want addressed before next week is ____, owned by ____.

STARTING AS A SUBSTITUTE OR A NEW PARA

- The student(s) I am supporting today are ____, per the quick-reference cards on page 7.
- The one routine I need to follow today is on page 8, block ____.
- The first person I would ask a question is ____.
- The one thing the regular para told me to watch for is ____.

WHAT A STARTER IS NOT

Not a label for a student and not a finding about a student. Every starter ends in a number, a time, or a page already in this file — never a word that decides something about a student on its own. A finished sentence with every blank filled in is a sentence written in your own words, from a page you can point to; this bank only saves the time of building the sentence structure yourself.

EXAMPLE

A Week, Set Up and Reported Back — Filled In

 SAMPLE · INVENTED STUDENT

Ms. Ortiz and every student below are invented, and so is every number on this page. Every total can be re-added from the rows above it.

QUICK-REFERENCE CARDS (PAGE 7) — MS. ORTIZ, 3 STUDENTS, ALL INVENTED

#	STUDENT	GR	CUE THAT WORKS	SUPPORTS	LIKES	AVOID
1	J. Alvarez	3	Picture schedule, first-then board	Visual timer	Building blocks, being first in line	Rushed transitions with no warning
2	R. Chen	3	Quiet-corner break card	Noise-reducing headphones	Drawing, passing out papers	Loud, sudden noises
3	S. Mbeki	4	Written checklist	Extra processing time	Computer time, trivia questions	Being called on with no notice

TARGET SKILL, IN PLAIN WORDS (PAGE 10)

STUDENT	TARGET (OBSERVABLE WORDS)	COUNTS AS	DOES NOT COUNT
J. Alvarez	Raises a hand before speaking in whole-group instruction	Hand raised, waits to be called on	Calling out without raising a hand first

DATA QUICK SHEET (PAGE 11) — MONDAY, J. ALVAREZ, 8 INSTANCES TOTAL

TIME BLOCK	TALLY	COUNT
Morning meeting	..	2
Reading block	.	1
Math block	...	3
Lunch / recess	—	0
Afternoon block	..	2

WEEKLY ROLL-UP (PAGE 14) — 35 INSTANCES ACROSS THE WEEK, AVERAGE 7 PER DAY

DAY	COUNT
Mon	8
Tue	6
Wed	9
Thu	7
Fri	5

WHY THIS IS ENOUGH

Every number above came from a page already in this binder. Monday's five tallied blocks add to 8; the five daily totals add to 35, for an average of 7 a day — none of it from memory.