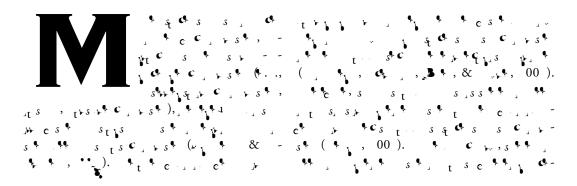
# Perspectives of Students With Intellectual Disabilities About Their Experiences With Paraprofessional Support

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ABSTRACT: Perspectives of students with disabilities are notably absent from research about special education paraprofessionals. This study begins filling that gap by interviewing 16 young adults with intellectual disabilities about their experiences attending general education classes with paraprofessional support. Findings describe the primacy and exclusivity that often exists between paraprofessionals and these students as characterized by four interrelated themes regarding consumer perspectives of paraprofessionals as: s + c + c, s + c, and s + c. Although study participants provided both positive and negative perspectives on these four descriptors, each descriptor represents cause for concern. Implications for practice encourage schools to (a) consider



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#### METHOD

### DESIGN

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# PROCEDURES

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TABLE 1
Participant Information

Name Gender Age (Pseudonym)

Level of Intellectual Disability and/or Other Known Condition

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# DATA ANALYSIS

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# STUDY LIMITATIONS

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