

ROLE OF THE TEACHING ASSISTANT

- to support the **classroom teacher** in teaching the student to learn (not to teach the student)
- to **facilitate relationships** between the student and peers by...
 1. **modeling** the interaction (e.g., how to offer choices, how to identify the student's greeting, how to prompt the student with switch work without doing it for him/her)
 2. having the **peer engage** in the interaction him/herself (e.g., actually offer the student a choice using the scripted routine)
 3. **stepping away** from the interaction to allow the student & peer to continue the interaction without an adult hovering
- to check in with the teacher's **day plan** at the beginning of each day to see which activities are coming up and discuss how the student can participate (e.g., using a voice output device, using a switch with the AbleNet Powerlink for a class game or drills, handing out or gathering materials, making stencils for sponge painting, etc.)
- to ask for the teacher's **yearly plan** and any unit plans to help prepare ways for the student to participate and work on his/her own skills
- to **prepare materials** for modifications to activities (e.g., make stencils for a topic the class is painting, so the student can use them for sponge painting)
- to have something on the student's **voice output** device at all times for routine activities (e.g., question, answer, rote response, etc. & always be thinking ahead!)
- to **collect data** (e.g., for choice making, switch use, toileting, etc.) as requested by the therapists and teachers.
- to incorporate at least one or two of the student's skills/objectives (from the IEP) into each activity, to ensure the student is always an **ACTIVE** participant.
- to follow through on all **care activities** as outlined in the student's IEP (e.g., mealtime, toileting, dressing, etc.)
- to follow through on all other activities as outlined in the student's IEP (e.g., **swimming, lifting**, O.T., P.T., S-LP recommendations)
- to foster good communication by following the **communication protocol** as outlined by the student's case manager