

TEACHERS' ASSISTANTS AS INTERVENTIONISTS

A Quick Reference Guide for Supporting Students with Varying Needs in the Classroom

Teachers' Aides are essential for ensuring all children succeed in the regular education environment. A good teaching assistant can make a major difference for a child's learning as well as contribute to their ability to remain in a regular educational environment.

DO'S: Ways to PROMOTE learning

DO Assist only when the student needs it. Make modifications so students can perform tasks independently.

DO teach students to use a visual cue to indicate when help is needed.

DO move away from students to encourage independence as needed.

DO Allow student to talk for themselves and engage with others including the teacher and their peers.

DO Provide appropriate, positive, specific feedback or corrective feedback.

DO Celebrate every success, no matter how small.

DONT'S: Ways to PREVENT learning

DON'T use excessive or overly intrusive prompts (see back).

DON'T verbally ask students if they need help all the time.

DON'T sit or stand right next to a student identified as needing support (hover).

DON'T talk for the student or interrupt student to correct him or her.

DON'T give general feedback or praise (e.g. "good job").

DON'T forget that some students need broken down instructions, even for "common sense" knowledge.

EXAMPLES OF SPECIFIC PRAISE

- You are doing a great job focusing on your ____.
- Nice job following directions!
- I didn't have to remind you to _____. Way to go!
- Look how neatly you wrote your name.
- Way to help your neighbor!
- I really like how you cleaned up and got ready for _____.

THE ROLE OF THE PARAPROFESSIONAL

TO ASSIST, SUPPORT, AND WORK CLOSELY WITH TEACHERS, ADMINISTRATORS AND OTHER TEAM MEMBERS IN PROVIDING EDUCATION BENEFIT FOR STUDENTS.

Paraprofessionals play a significant part in student learning by

Working with individual students or small groups of students to reinforce the learning of materials or skills

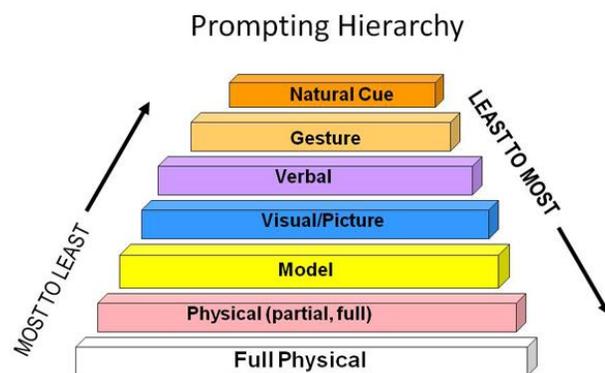
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Assisting certified staff with creating strategies for reinforcing learning materials and skills based on an understanding of students' needs, interests and abilities.

USING PROMPTS

For students who get frustrated easily, try starting with more intrusive prompts and then fading back to less intrusive prompting over time as they gain confidence and skills.

Students who learn quickly, are highly motivated, or who are close to mastering a skill need less prompts. Use a less intrusive prompt and then provide it only as needed. Move to different prompts until they are working without any prompts at all.



USING MODEL PROMPTS

Also known as *I do, We do, You do*. First, break down the task into manageable rules and steps. Perform each step as a model for the student to imitate. Next, help the student perform the step using prompts as needed. Then, fade out the prompts so the student is performing all or some steps of the task independently. Give corrective feedback and specific praise for each step. Repeat as necessary adding additional steps and/or prompts.



This guide is provided by The Teaching Exceptionally in Catholic Schools Alliance (TECSA).

For more information, please visit www.tecsa-fl.org



“Remember that no teacher is ever alone, his or her work is shared with other colleagues and with all the education community to which they belong.”

- Pope Francis, 2015

O Lord, Grant me your strength, so I will have courage in every situation; Grant me your love, so I may love others as you love me; Grant me your wisdom, so I will show others the path to success; Grant me your mercy, so I will forgive those who have hurt me; Grant me your peace, so I will find the best in everybody; Grant me your hope, so I will never give up; Grant me your joy, so I will be thankful for all my blessings; And Grant me your grace, so you will always be at my side. Amen