

Guidelines for Teacher Assistants *Teacher Assistants Working under the Supervision of a Classroom Teacher with Students with Speech/Language Impairments*

These guidelines are for teacher assistants who work under the supervision of classroom teachers and are not meant to be guidelines for assistants to Speech/Language Pathologists (that is, for Speech/Language Pathologist Assistants). Moreover, the role of the teacher assistant working with students who have speech/language impairments as a primary or secondary disability is to work as an integral part of that student's Instructional Team. In this role, the teacher assistant supports and reinforces (but does not replace) instruction of the teacher or Speech/Language Pathologist.

Standard 1. *Teacher assistants demonstrate a level of professionalism in communication and collaboration among members of the school community, including colleagues, families, and related agencies.*

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 1.1 demonstrate a basic knowledge of speech and language development.

SL 1.2 demonstrate a basic knowledge of speech and language disorders.

SL 1.3 able to use a collaborative team approach with the understanding that the teacher is in charge of instruction and ongoing assessment of students' progress regardless of the Teacher Assistant's cultural or linguistic background.

SL 1.4 demonstrate understanding that confidentiality is required and that discussions are to occur only with the teachers, families or others directly involved in that student's education.

SL 1.5 exhibit sensitivity and understanding of individual language(s) and cultural differences, including differences in social class and the "cultural adjustment" that families go through when moving to a new country.

SL 1.6 demonstrate an awareness of the laws and regulations related to special education and working with students who have English as a second language

Standard 2. Teacher assistants support teachers by participating in instructional opportunities.

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 2.1 demonstrate awareness of assistive technology (having had opportunity to experience)

SL 2.2 able to assist students with the use of alternative communication systems and communication devices, e.g., FM systems, hearing aids, etc.

Standard 3. Teacher assistants support a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 3.1 demonstrate use of coaching and motivating strategies to encourage communication skills.

SL 3.2 demonstrate sensitivity to child's disability and communication style.

SL 3.3 able to model language that is appropriate to the students' level of understanding as prescribed by the teacher or Speech/Language Pathologist.

SL 3.4 able to assist with homework or reinforcement activities given by the Speech/Language Pathologist and under the classroom teacher's guidance.

Standard 4. Teacher assistants exhibit knowledge of health, safety, and emergency procedures of the learning environment.

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 4.1 follows a plan for positioning for adequate speech production and swallowing as prescribed by appropriately licensed or certified staff.

SL 4.2 able to assist school personnel in gathering information needed to ascertain whether or not there is or is not cause to report suspicion of abuse.

REV: 3/4/24

