

## **Guidelines for Teacher Assistants Who Support Students with Behaviors that Interfere with Learning and/or Relationships**

*These guidelines reflect the role of the teacher assistant who works with students with behaviors that interfere with learning and/or relationships as an integral part of that student's instructional team. In this capacity, the teacher assistant supports and reinforces the modifications, techniques and learning strategies designated by the teacher. Moreover, the role of the teacher assistant working with students with behaviors that interfere with learning and/or relationships is to collaborate effectively with team members for the purpose of promoting an orderly and safe learning environment.*

**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 who support students with behaviors that interfere with learning and/or relationships.**

**B.1.1** demonstrate an understanding of the roles and responsibilities of school personnel and families as it pertains to the development and implementation of behavior support.

**B.1.2** demonstrate an understanding of cultural diversity and its associated implications for social and classroom behavior.

**B.1.3** communicate in behavioral terms as a team member (IEP, MDT, parent conferences) with parents, school communities, and related agencies.

**B.1.4** participate as a member of the school community charged with improving student achievement.

**B.1.5** serve as an advocate for children with challenging behaviors and their families.

**B.1.6** collaborate effectively with team members regarding strategies for supporting students whose behaviors interfere with learning and/or social relations.

**B.1.7** build rapport and establish effective communication with all children.

**B.1.8** demonstrate an understanding of school, district and state rules and procedural safeguards regarding the management of student behavior.

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

**Additional indicators for teacher assistants who support students with behaviors that interfere with learning and/or relationships.**

B.2.1 demonstrate basic and specific knowledge of behavioral disorders and concerns as it applies to instructional strategies.

B.2.2 demonstrate an understanding of the referral process for students identified as having a behavior disorder.

B.2.3 participate in functional behavior assessment observing and recording student behavior utilizing various appropriate assessment instruments and tools related to behavior rate, frequency, intensity, duration and under what condition.

B.2.4 collaborate with the teacher in developing individual behavior management programs.

B.2.5 assist teachers in implementing specific behavioral strategies to facilitate the learning of students with challenging behaviors in a variety of instructional areas.

B.2.6 assist the teacher in evaluating the effectiveness of behavioral intervention strategies.

B.2.7 assist teachers in promoting an orderly and safe learning environment.

B.2.8 assist students in using self-control, self-management strategies and model these interactions with all students and staff.

B.2.9 display knowledge of teaching techniques in order to provide modifications that assist students in instructional areas.

**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 who support students with behaviors that interfere with learning and/or relationships.**

B.3.1 demonstrate an understanding of effective practices for prevention and intervention including basic principles of behavior reinforcement, antecedents and consequences

B.3.2 demonstrate an understanding of the components of a crisis cycle and necessary steps to de-escalate a crisis.

B.3.3 document change in learner behavior in social and academic settings.

B.3.4 observe and record student behavior utilizing different social rating systems.

B.3.5 demonstrate an understanding of validated social skills programs.

B.3.6 demonstrate strategies for teaching replacement behaviors to students with challenging behaviors.

B.3.7 recognize early warning signs/symptoms that may require intervention.

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

**Additional indicators for teacher assistants who support students with behaviors that interfere with learning and/or relationships.**

B.4.1 demonstrate crisis intervention skills as it relates to health and safety.

B.4.2 demonstrate an understanding of the medications and their side effects typically used to support children with challenging behaviors.

B.4.3 implement appropriate behavior intervention strategies that include approved and accepted restraint procedures.

B.4.4 identify procedures for responding to and documenting illnesses, injuries and seizures.

B.4.5 participate appropriately with team members, including parents, regarding health, safety and emergency procedures.

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