

# Aide to Students with Disabilities

Bethlehem Central  School District  
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# What are the Duties of an Aide to Students with Disabilities?

- Assist students in accordance with the Individualized Education Plan (IEP).
- Work under the supervision of administrative/supervisory staff including building principal, assistant principals, CSE Chairperson, teacher and case manager.
- May be assigned to a particular student (1:1 aide) or a group of students (access aide).
- Assist in the general supervision and management of young children with disabilities.
- Other duties as assigned.

# Responsibilities

- Demonstrate good judgment and react calmly and in a professional manner to student behavior.
- Collect and record data about performance and behavior of students, as requested.
- Provide safe interventions (Preventative portion of TCI training).
- Treat students in a respectful, fair and impartial manner.
- Communicate with teachers and related services staff regarding student's learning.
- Maintain confidentiality of all students at all times.

# Responsibilities

- Provide instructional accommodations/modifications for students, which are developed by teacher(s).
- Assist in the implementation of daily program under direction of the case manager and teacher.
- Demonstrate professionalism.
- Be willing to participate in ongoing staff development.
- Be punctual and have good attendance.
- Pass Therapeutic Crisis Intervention (TCI) Training.
- Assist students in their progress towards independence.

# Strategies to Increase Independence

- Think first: “When MUST the student have help?”
- Then ask: “Are there times when the student could do some things without help?”
- Systematically fade support:
  - ❖ Give more space.
  - ❖ Leave room for short periods of time and gradually increase time apart.
  - ❖ Provide reinforcement for students working independently.
  - ❖ Work together to create activities and tasks that student can complete independently.

# Professional Conduct

- Take direction from the special education case manager, classroom teacher and building administrator.
- Review your student's IEP with the case manager. Be sure you understand your responsibilities to implement your student's IEP.
- Communicate your questions and concerns regularly to case manager/service provider.
- Always be working. Even if your student is working independently, you may be helping other students, setting up for the next activity, reading your student's book, etc. You should never be a "spectator" in the classroom.

# Professional Conduct

**Maintain confidentiality about all personal information and educational records concerning children and their families.**

- ❖ Never discuss information about students in a public place.
- ❖ Never discuss information about one student with the parents of another.
- ❖ Never discuss information about a student with other school personnel who are not considered part of the student's educational team providing services.
- ❖ Never discuss information about a student with that student's sibling(s).
- ❖ Do not leave information about students where people who are not part of the education team can see it.
- ❖ When approached by parents, please refer the parent to the teacher. It is not your responsibility to speak with parents about their child's behavior or progress.

# Professional Conduct

- Be respectful of students by being mindful of their personal space and maintaining a positive and constructive tone of voice when speaking to them.
- Maintain a positive attitude.
- Dress appropriately.
- Cell phones must be silenced at all times. Make and receive calls during lunch or breaks only.
- No texting or other personal electronic communications during your workday.
- Check your work e-mail daily.
- All paraprofessionals must go to related services with the student, unless otherwise decided. Carrying over skills outside of the therapy room is essential for progress.
- Our goal is to help children become independent. This means that they should become less dependent on you as the year progresses. You should have frequent conversations with the teacher and case manager on when and how to “fade” specific supports.

# Teacher/Case Manager's Responsibilities:

- Share student's IEP and review goals.
- “Model” exactly what aides need to do, including data collection.
- Explain the student's disability and how it affects the student in the classroom and school setting.
- Describe and clarify program modifications and accommodations.
- Guide/model language to be used with the student during reading and writing.
- Continuously check in and work on fading and fostering the student's independence.

**Our goal is  
to help children  
become independent!**

**Thank you for all you do  
for Bethlehem and our  
students!**