

One to One Assistant – Page 1

Classroom Teacher: _____

Subject: _____

Student Initials: _____

- Sometimes work with individual students one-on-one.
- Support student in getting ready for in-class assignments or for other activities so he or she can keep up with the class while at the same time learning how to become more independent.
- Substitute activities without changing curriculum.
- Adapt instructional materials in accordance with the IEP.
- Reteach instruction and provide reinforcement.
- Assist the student with individual activities.
- Help student with makeup work.
- Assist student with interpreting and following directions.
- Modify assignments as directed by the special education teacher or the general education teacher.
- Make on the spot adaptations to curriculum and instruction according to pre-established guidelines.
- Administer tests individually reinforcing skills that the teacher previously taught
- Read aloud to the students.
- Assist with organizational skills.
- Check for work completion or homework.
- Create educational memory games and activities

One to One Assistant – Page 2

- Keep records to document behavior of individual students.
- Maintain a daily journal or log communicating with parents or other classroom teachers regarding class work homework or daily activities.
- Facilitate social opportunities and interactions for all students.
- Supervise student who might leave the classroom for a break or might leave to go to another classroom.
- Check for work completion and homework.
- Copy notes occasionally or assist with note taking.
- Support student when involved with group work.
- Cue/refocus/redirect student.
- Photocopy overheads and/or make photocopies of notes.
- Create review worksheets.
- Assist with the testing process.
- Read aloud to the student.
- Use Boardmaker® (Mayer-Johnson) or find clipart pictures to assist students' ability to communicate. Create a "find and point" communication tool for the student.
- Help create "social stories" for student (autistic spectrum).
- Create a picture schedule list, color-coded, and teach the student to be as independent as possible with this schedule.
- Enlist peers to help the student gather and carry materials.
- _____
- _____

Small Group Assistance

Classroom Teacher: _____

Subject: _____

Student Initials: _____

- Substitute activities without changing curriculum.
- Adapt instructional materials in accordance with the IEP.
- Provide remedial instruction and reinforcement skills.
- Assist the students with individual activities.
- Help students with makeup work.
- Assist students with interpreting and following directions.
- Make on the spot adaptations to curriculum and instruction according to pre-established guidelines.
- Assist with organizational skills.
- Check for work completion or homework.
- Create educational memory games and activities.
- Conduct a learning activity as directed by the classroom teacher.
- Facilitate social opportunities and interactions.
- Support students involved with group work.
- Cue, refocus, or redirect students.
- Read aloud to students.
- Review for tests.
- _____
- _____
- _____
- _____

Social/Behavioral Assistance

Classroom Teacher: _____

Subject: _____

Student Initials: _____

Behavioral Assistance

- Cue, refocus, or redirect students.
- Implement position control (Positioning oneself in the classroom as a behavior management strategy).
- Help create "social stories" for students in the autistic spectrum.
- Assist with classroom management by implementing class rules.
- Keep records to document behavior of individual students.
- Supervise students who might leave the classroom for break or might leave to go to another classroom.
- Supervise individual students or groups of students at various times of day, such as lunch, recess, or when the teacher is out of the room.
- Supervise students during lunch, recess, assemblies or when getting on or off the bus.
- _____
- _____

Social Assistance

- Create a picture schedule list, color-coded, and teach the student to be as independent as possible with this schedule.
- Enlist peers to help a student gather and carry materials.
- Facilitate social opportunities and interactions for all students.
- _____
- _____

Academic Assistance – Page 1

Classroom Teacher: _____

Subject: _____

Student Initials: _____

- Support student in getting ready for in-class assignments or other activities so he or she can keep up with the class while, at the same time, learning how to become more independent.
- Monitor the student's level of participation in the classroom.
- Substitute activities without changing curriculum.
- Help the classroom teacher with instructional strategies or other supports that are required in the IEP.
- Adapt instructional materials in accordance with the IEP.
- Provide remedial instruction and reinforcement skills.
- Assist students with individual activities.
- Help students with makeup work.
- Assist students with interpreting and following directions.
- Modify assignments for specific students as directed by the special education teacher or the general education teacher.
- Make on the spot adaptations to curriculum and instruction according to pre-established guidelines.
- Administer tests individually.
- Reinforce skills that the teacher previously taught.
- Read aloud to the students.
- Assist with organizational skills.
- Check for work completion or homework.
- Create educational memory games and activities.

Academic Assistance - Page 2

- Conduct a learning activity as directed by the classroom teacher for a small group of students.
- Maintain a daily journal or log communicating with parents or other classroom teachers regarding class work homework or daily activities.
- Check for work completion and homework.
- Copy notes occasionally or assist with note taking.
- Support students involved with group work.
- Photocopy overheads and/or make copies of notes.
- Create review worksheets.
- Assist with the testing process.
- Follow-up with the student outside the classroom.
- Motivate and support students with homework.
- Work with drop-in center, learning center, or resource room to help students focus and stay on track.
- Ask questions in class.
- Answer questions in class.
- Read orally (low-level readers).
- Review for tests with small groups of students.
- Guide student centered activities.
- Use Boardmaker (Mayer-Johnson) or find clipart pictures to assist students' ability to communicate. Create a "find and point" communication tool for the student.
- Serve as a scribe.
- _____
- _____
- _____
- _____

Physical Assistance

Classroom Teacher: _____

Subject: _____

Student Initials: _____

- Serve as a personal care attendant when appropriate.
- Assist with personal hygiene including feeding and diapering.
- Assist students with motor or mobility limitations.
- Assist students with individual activities.
- Maintain a daily journal or log communicating with parents or other classroom teachers regarding class work homework or daily activities.
- Supervise students who might leave the classroom for break or might leave to go to another classroom.
- Supervise individual students or groups of students at various times of day, such as at lunch, recess, or when the teacher is out of the room.
- Supervise students during lunch, recess, assemblies or when getting on or off the bus.
- Use Boardmaker® (Mayer-Johnson) or find clipart pictures to assist students' ability to communicate. Create a "find and point" communication tool for the student.
- Serve as a scribe.
- _____
- _____
- _____

Teacher Support

Classroom Teacher: _____

Subject: _____

Student Initials: _____

- Help the classroom teacher with instructional strategies or other supports that are required in the IEP.
- Conduct a learning activity as directed by the classroom teacher for a small group of students.
- Make instructional materials for the whole class so that the teacher can work with individual students.
- Supervise individual students or groups of students at various times of day, such as at lunch, recess, or when the teacher is out of the room.
- Supervise students during lunch, recess, assemblies or when getting on or off the bus.
- Photocopy overheads and/or make copies of notes.
- Create review worksheets.
- Assist with the testing process.
- Answer questions in class.
- Implement position control (Positioning oneself in the classroom as a behavior management strategy).
- Guide student centered activities.
- Assist with classroom management by implementing classroom rules.
- _____
- _____