

Working Effectively with a Temporary Classroom Assistant Procedure

Purpose

This explains how to work with Temporary Classroom Assistants (TCA) and Social Emotional Technical Assistance.

Guidance

- Supportive, adaptive environments and universal social supports in the classroom lead to effective classroom management, strong interpersonal relationships and self-regulations skills thus playing an important role in closing the opportunity gap.
- Recognize that culture plays a central role in shaping young children's social-emotional and behavioral development, influencing parenting behaviors and understanding mental health.
- Curriculum and teacher/child interactions will target specific factors that place young children at risk for developing behavior problems.
- Curriculum will incorporate research-based approaches to address young children's healthy social and emotional development. Teaching staff should implement evidence-based interventions to reduce challenging behavior by using Second Step Curriculum, DECA, and/or site specific curriculum.

Procedure

- Complete a staffing for the child/classroom in collaboration with the site team. Review and incorporate information related to DECA results, GOLD data, and informal observation. For a specific child, also include family input, IEP status, and Health and Developmental History information.
- If concern relates to a specific child, collaborate with the child's parent or guardian; create an initial plan to support the child and family.
- Complete the Triage Support Form. This form can be filled out by the Center Educational Leader in conjunction with center staff. Complete all sections as necessary. Fax or hand-deliver the signed Triage Support Form and Certificate of completion from the Temporary Classroom Support online training to the Regional Education Coordinator for follow-up.
- Indicate on the Triage Form if Technical Assistance and/or a Temporary Classroom Assistance would be helpful. The Regional Education Coordinator will follow up to determine classroom needs.
- Teachers complete the Temporary Classroom Support online training and submit a Certificate of Completion with the Triage Support form.
- Regional Coordinator and/or Special Services will contact the program to arrange a time for an observation.
- When requesting attendance at a staffing, classroom support, or assistance in making an appropriate referral for additional services:
- Email or call your Regional Mental Health Coordinator and/or Disabilities Coordinator.

Please note that there are circumstances in which a TCA will not be approved. Follow up with your site's Senior Regional Coordinator regarding specifics related to your classroom/site.

- If a Temporary Classroom Assistant is funded
- Temporary Classroom Assistants might be funded if the observations and data support that greater individual needs exist for specific child/children in the classroom.
- The TCA assignment is usually temporary.

- The TCA is there to support the classroom while the teacher engages in specific, intense, targeted supports for the child/children of need. There may be circumstances when a TCA is used more specifically in compliance with ADA best practice.
- Some school districts have their own policies re: TCA tasks and duties that differ from the PSESD.

If a Social Emotional Technical Assistance Coordinator (SETAC) is assigned

- The Regional Coordinator, Disabilities Coordinator, or Mental Health Coordinator may assign a Social Emotional Technical Assistance Coordinator to your program in conjunction or in place of a TCA.
- The SETAC supports the processes and environmental needs of the classroom as a whole and in general. At times, the coach may share strategies related to specific children.
- The SETAC will conduct several observations and interact in the classroom using a practice-based approach.
- The SETAC will contact staff to set up time to share observation feedback, resources, supports, and “next steps”.
- The SETAC may visit the classroom to model expectations and ensure social supports are put in place within a timely manner.

Related Documents

Triage Support Procedure

Triage Form

Temporary Classroom Support online training: <http://classes.earlylearningwa.org>

Behavior Support Plan

Resources

Second Step Curriculum

E-DECA 2.0