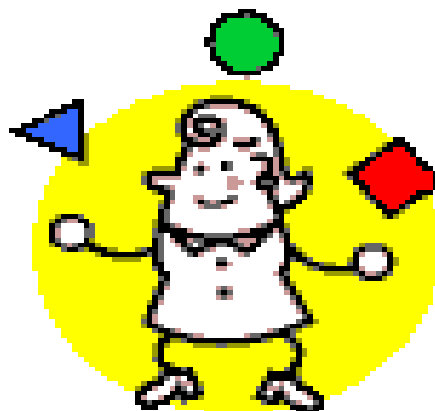


Making best use of your teaching assistant

Education Support Service
National Autistic Society

The effective teaching assistant:

- An effective teaching assistant provides support for
- The pupil
- The teacher
- The curriculum
- The whole school



Effective support staff:

- Classroom based support staff are considered invaluable by colleagues, pupils and parents
- Deployed so that they achieve the greatest outcomes for pupils and students

Deployment and impact of support staff in schools (DISS) project (Aug 2009)



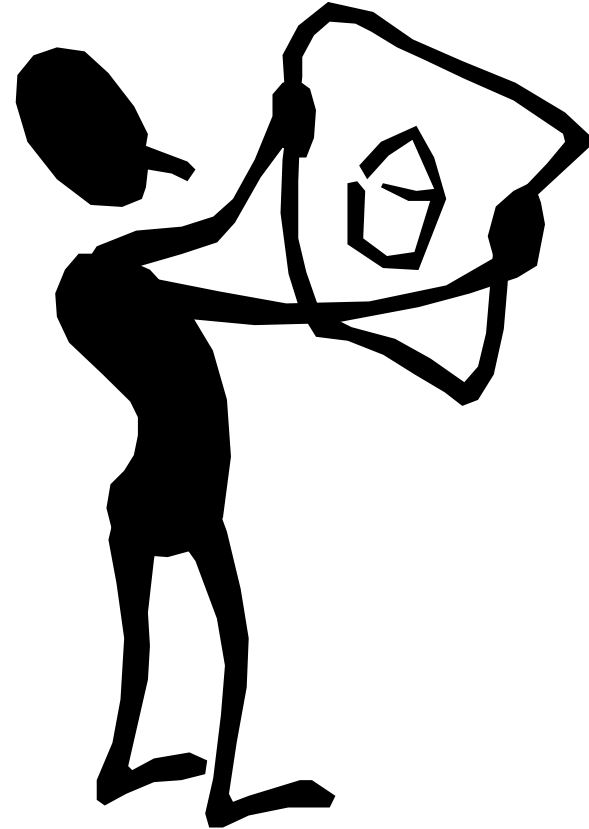
- Found that although helping to reduce teachers' workloads, use of teaching assistants and/or learning support assistants may not have a positive impact on learning outcomes

Research outcomes best practice

- Recent research concluded that teaching assistants and other school support staff do not feel that they know enough about autism and their pupils who may have autism
- Recent research has concern about how support staff in the classroom can be used most effectively.
- In particular, research has identified the areas of concern as to whether support staff enable pupil educational progress at all.
- How to support pupils with ASD so that they are not just to be integrated but included fully in the classroom

Creative partnerships

- The pupil/student
- The classroom rules and routines
- The teacher's policy on rewards and sanctions
- Procedures for specific problems (medical, behavioural)
- The planned activity
- Their role in the activity



What the TA needs to know

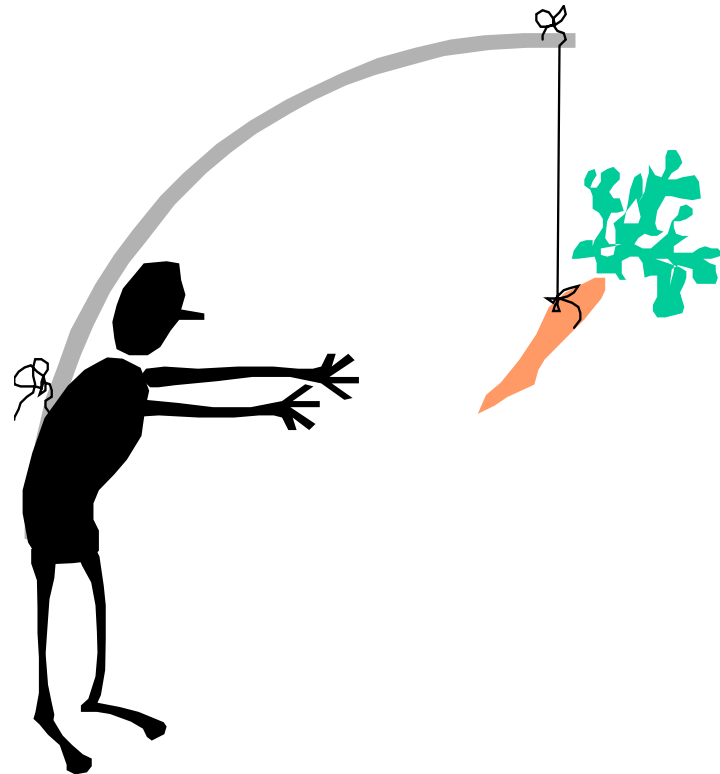
- Their role in the activity
- What to plan ahead
- What to record
- How to record
- What / when to feedback to the teacher/Head of Year/SENCO

What the TA needs to know cont...

- Does the teaching assistant understand the purpose of each lesson activity?
- Does the teaching assistant feel empowered to make decisions, such as adapting an activity during a task
- Can the teaching assistant adapt the classroom in partnership with the class teacher for the pupil
- Pupils with ASD can't always see the 'bigger picture' so need tasks broken down into achievable chunks
- You can explain to the pupil 'why' e.g. numeracy -builder

Feedback:

- TAs need feedback
- Reassurance
- To be part of a team
- To be part of planning
- Opportunities for review
- Guidance on strategies to support



Effective practice:

- Strategies agreed between teacher and assistant
- Roles and responsibilities clear
- Seating arrangements
- Specific skills developed
- Awareness of child within group
- Planning for flexible deployment

Aim/s and objectives of lesson

- What are the key concepts/aims of the lesson?
- Presentation or key concepts
- Secondary-ensure homework is written down in his organiser before starting his class work
- What is the expected outcome?

Relevant materials:

- Grid box to show how much to write
- Planning grid especially for creative writing
- Story planner- title, characters, where, when, what , why
- Sequence boxes, mind maps
- Highlighted text
- Diagrams, Venn diagrams, flow diagrams
- Symbols /pictures
- Resource books of where to find information

Assessment for Learning

- Teaching assistants can play an important role for collecting evidence about their pupil's learning
- Feedback to teacher to plan next steps in learning
- Where they are now where they can go next
- Feedback from pupil (pupil/student voice) crucial for their reflection on their own learning-if they know the objectives of the lesson
- This can be recorded by teaching assistant verbally, or by recording digitally, handwritten or by computer

Assessment for Learning ASD

- For Special schools – dvd recordings, digital pictures, augmentative devices, music- a more individualised approach by teaching assistants using observation, (self assessment)
- Primary schools- digital pictures, observations, written or typewritten work, (self assessment, peer assessment)
- Secondary schools- observations, written or typewritten work, (self assessment, peer assessment),

Facilitate independence

- Teaching assistants feel obliged to stick to their designated pupil
- Sometimes the pupil needs more support in unstructured times than structured lessons
- Good practice is when a teaching assistant knows when a pupil/student is on task and foster independence by pulling back a little and then feedback to pupil/student
- Depending on age and ability sometimes peer/group work

Finally...

- How to feedback in a busy environment
special, primary, secondary
- The social curriculum should be taught throughout the day
(waiting, responding, negotiating....)
- Ideally reflection meeting
- Ensure teaching assistants are involved in internal meetings,
multi agency meetings and meetings with parents/carers
- www.autism.org.uk/educationalservices