

Students in the Life Skills program will have an Individualized Education Program (IEP) to meet their unique needs. Students may also have a behavior intervention plan or individualized matrix, which indicates their preferences, sensory needs, levels of support, and individualized plan for meaningful activities.

Visual Supports

Students in the Life Skills program may have a variety of visual supports/materials in place to support learning and communication, such as individualized work systems/schedules, labeled classroom and school locations/objects, visual cue cards, first/then, “to do” list, or routines/sequences.

Community Based Instruction

An element of effective programming for students in the Life Skills classroom often includes Community Based Instruction (CBI), which are hands-on, functional, and meaningful activities within community environments that encourage the development of necessary life skills.

Communication Systems

Students in the Life Skills program may use individualized communication systems throughout the day, allowing them to effectively express and understand communication. This might include systems such as a Picture Exchange Communication System (PECS) or a Speech-Generating Device.

Medical Supports

Students in the Life Skills program may have a medical need/diagnosis and Individual Health Care Plan. The plan outlines medical orders for all procedures (G-Tubes, Suctioning, diets, etc.).

Typical Duties of a Substitute Special Education TA

- Provide services or support for students individually or in small groups (e.g., planning and implementing accommodations & modifications or behavioral interventions) as directed by special education teachers.
- Assist students to and from the bus.
- Prepare instructional materials including assistive technology devices for student use.
- Collect data and information on a student’s functioning for IEP goals and objectives.
- Attend to and provide for student’s daily hygiene, personal, and health-related care including dressing, feeding, and/or toileting/diapering.
- Assist in positioning/range of motion tasks for students such as lifting, repositioning, physically assisting, and transferring between apparatus.
- Assume safety responsibilities for students if providing community-based instruction.
- Provide support in special education or regular education classroom environments. You may be

asked to provide additional support in other school settings per individual student need, such as assistance/monitoring during lunch periods, breaks, and recesses.