


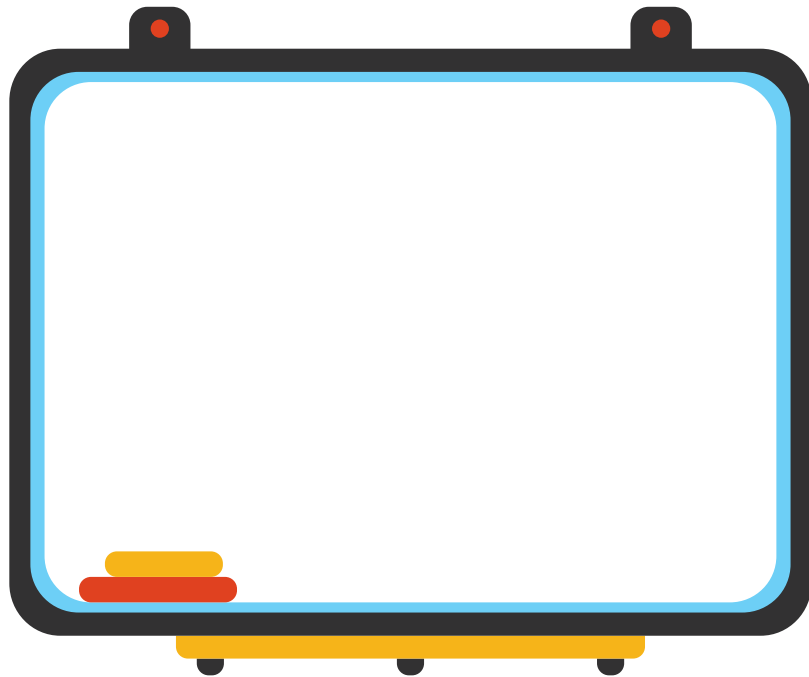
TA TOOLKIT

Click on an item to see how you can use it
in the classroom 



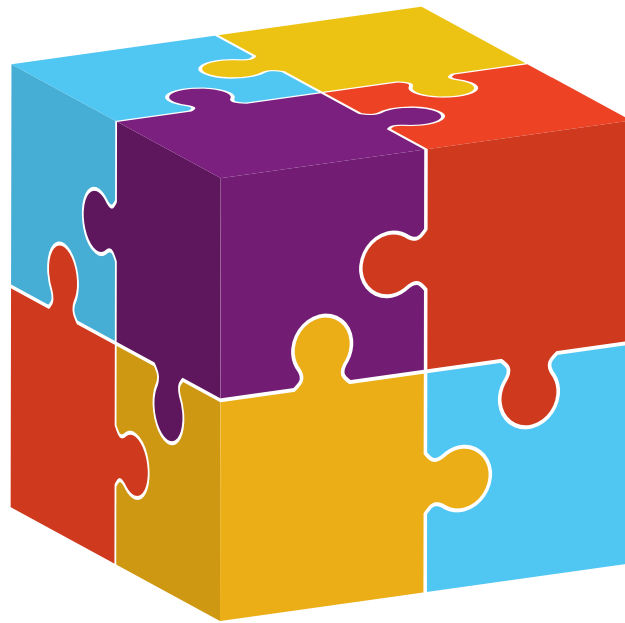
TIMER

Timers are a great tool for keeping a student accountable for their work who may find it difficult to engage in class. You can both agree on an amount of time the student should have to complete a task and then leave them with the timer. This also helps to foster independence, as you can then circulate the classroom in the meantime, and then return when the timer goes off to see the student's progress. Adding a reward as an incentive for meeting this deadline is helpful too.



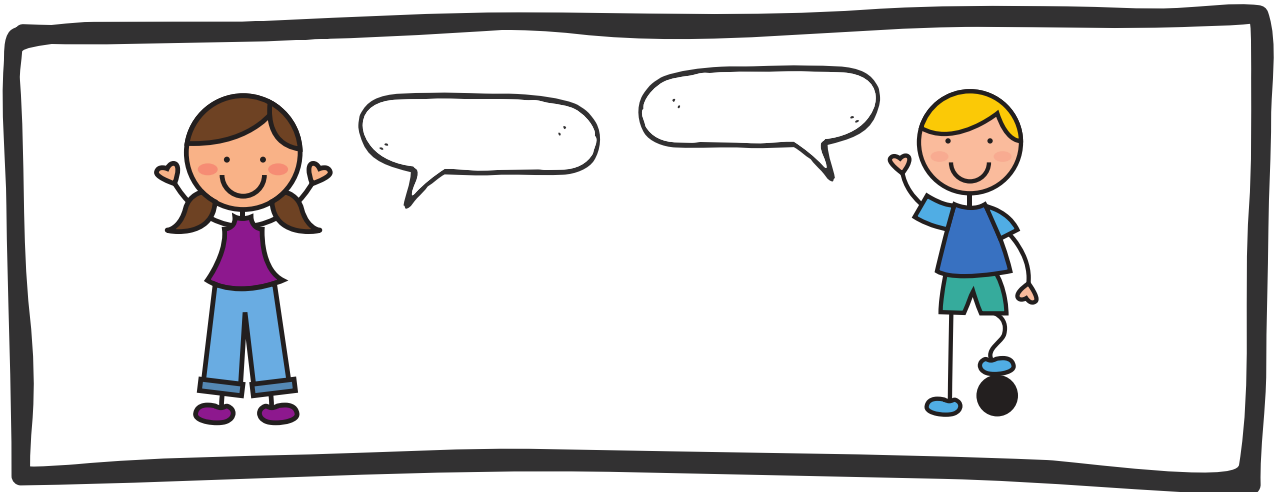
MINI WHITEBOARD

A mini whiteboard acts as a visual reminder for the student you're supporting. You can display agreed upon rules for behaviour and work, short and long term goals or learning outcomes, as well as checklists to help break tasks down into smaller, more achievable chunks. The board can be left on the student's desk throughout your time with them to reinforce this type of information and to show that it has been created just for them.



GAMES AND REWARDS

Having a little game or tactile activity in your toolkit allows you to have a reward on hand for a student achieving a goal or completing their work. Perhaps you agree with the student that for every 30 minutes of work, they're allowed to play with the game for 5 minutes. Consider something small that's easy to transport, like a Rubix Cube, playing cards, or a colouring book. Stickers and stamps are great rewards too!

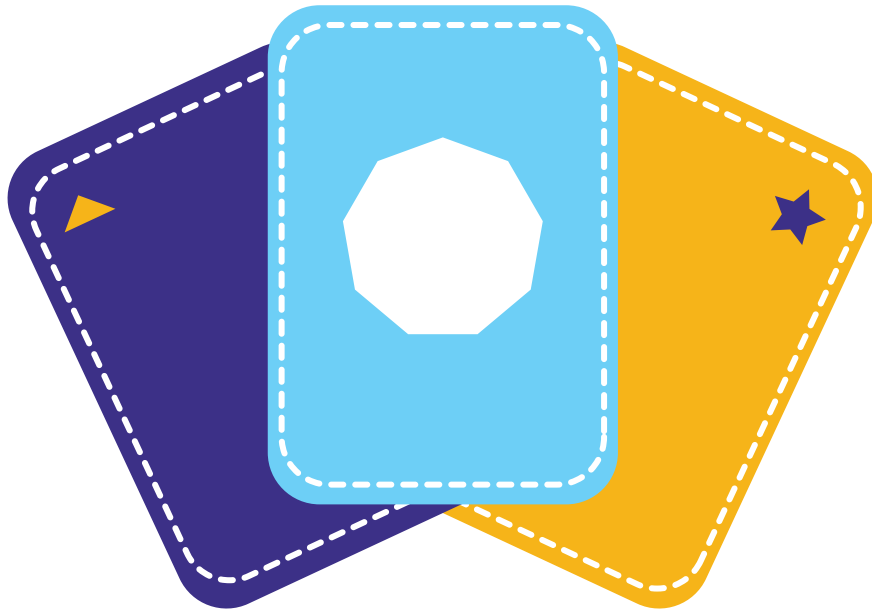


SOCIAL STORIES

Social stories are behaviour intervention tools that help to build empathy and emotional intelligence in students. They are generally used with students on the autism spectrum, as they are created to position the student to reflect upon their thought processes during an incident or undesirable situation and be guided through the potential thoughts and feelings of others involved in the incident. It's a great idea to have some social story templates printed off with you to fill in with a student following an incident, to help them to debrief and set some goals for future behaviours. These documents can then be communicated to teachers and parents.

LINKS:

www.abaresources.com/social-stories/
www.autismspeaks.org/templates-personalized-teaching-stories



FLASHCARDS

literacy; spelling tests, fill the gap sentences, adjective/verb/noun samples, and numeracy; addition, subtraction etc..

Flash cards are helpful to assist a student who may need more practice in certain areas, such as with their spelling, or their timetables. They can be used in conjunction with the learning activities that the rest of the class may be completing to help scaffold their learning. They can also be used as a warm up to get the student thinking at the start of the day, at the start of a new session, or in preparation for a test.

LINKS:

www.helpingwithmath.com/resources/oth_flashcards.htm
www.flashcardmachine.com/spelling.html



BOOKS

Picture books are great to have on hand to support student learning. They can be used as a reading exercise, as a prompt for the student's creative writing, or even as an emotional intelligence tool when discussing the thoughts and feelings of characters. Learn about the student's hobbies and interests to guide the books you might choose for them, using the school's or a community library so that you can have a variety in circulation.



EARLY-FINISHER ACTIVITIES

Consider packing some early-finisher activities to help keep the student occupied if the tasks for the session have been completed. A fill-the-gap story (Mad Libs) or a puzzle are good examples of tasks that are fun but still intellectually stimulating.

Tasks like these can also be good to utilise as an alternative activity if the student feels overwhelmed or disengaged from the task that the rest of the class may be completing and can function as an alternate way of working through some of the learning content.



STATIONARY

Make sure that you have a good supply of stationary on hand when working with students. Ample pens, coloured pencils, sharpeners, erasers, sticky notes, glue sticks, scissors, and a calculator will help you to be prepared for any task if a student has misplaced their own resources. This also equips you to be able to complete tasks alongside the student, whether you're brainstorming together, assessing work, or modelling for a certain topic or concept.



NOTEBOOK

A notebook is a wonderful tool for consistently recording your thoughts and reflections as you work with students. Throughout the day, keep track of what you learn about your students or the school, questions you think of that you can later discuss with the teacher, things you hadn't heard of that you can research later, behavioural interventions that worked well, things that didn't go according to plan etc...all of this information is going to help your future work and build your skills as a teaching assistant!