

# INTEGRATION AIDE

The principal and customary work of an Integration Aide consists of supporting the integration in the regular classroom of identified students with special needs. She/he facilitates the progress and global development of the preschool, elementary and secondary students with special needs, as well as ensuring their well-being and safety. She/he works in close collaboration with the Teacher(s) responsible for the students with special needs in creating an environment conducive to learning and encourages the independence of students with special needs. She/he interacts naturally with all students of the regular class as necessary to promote the independence for students with special needs.

## **To facilitate the learning of students with special needs:**

- She/he applies the strategies determined by the Teacher(s) in collaboration with the Resource Team and/or Special Education Technician.
- She/he ensures the safety of students with special needs in accordance with the rules of conduct, safety measures and recommendations from the Teacher(s) in collaboration with the Resource Team and/or Special Education Technician.
- She/he advises the Teacher(s) when the behaviour of the student with special needs becomes a concern.
- She/he encourages interaction with peers.
- She/he responds to challenging behaviours from students with special needs according to the strategies determined by the Teacher(s) in collaboration with the Resource Team and/or Special Education Technician in conformity with the Individual Educational Plan when applicable.
- If needed, she/he greets students with special needs upon arrival and accompanies them until departure.
- If needed, she/he accompanies the students with special needs or assists their movements during the day and supervises them notably during recess, meal periods and transition times as part of their assigned workload and schedule.
- She/he may assist students with special needs with dressing and undressing.
- She/he assists students with special needs to prepare and eat their snacks and/or lunches ensuring that the rules of hygiene and well-being are respected. If needed, she/he assists with feeding and toileting.

- In order to contribute her/his observations and suggestions regarding the students with special needs with whom she/he is working, she/he can be asked to participate in meetings to develop the Individual Educational Plan as part of their assigned workload and schedule.
- She/he attends, on request, meetings with parents, as part of the assigned workload and schedule.
- She/he may carry out tasks such as organizing required materials, and assisting with the organization and carrying out of activities under the direction of the Teacher(s) in collaboration with the Resource Team and/or Special Education Technician.
- She/he may prepare daily or weekly records and maintain portfolios or work for the students with special needs under the Teacher's direction. She/he may record observations on the progress or behaviour of students with special needs.
- She/he supports the integration of students within special needs. Notably:
  - she/he helps them with daily work;
  - she/he encourages them to participate and provides them with cues;
  - she/he repeats instructions and assists them in the carrying out of tasks and activities;
  - she/he helps them practice their skills;
  - she/he monitors them in learning centers within the classroom setting;
  - she/he monitors their behaviour;
  - she/he applies consequences or rewards according to class rules or an intervention plan established by the Teacher(s) in collaboration with the Resource Team and/or Special Education Technician;
  - she/he helps them with daily class routines;
  - she/he helps them interact appropriately with others;
  - she/he monitors the interaction of other students when required to the benefit of the student with special needs.

The description of the Resource Team can be found in the Special Education Policy.