

**Education Assistant (EA)
&
Applied Behaviour Analysis
Support Worker (ABA SW)**

**HANDBOOK
OF
GUIDELINES
AND PROCEDURES**

Table of Contents

SECTION ONE Educational Issues..... 5

- ❖ *Roles and Responsibilities*
- ❖ *School Based Support Personnel*
- ❖ *District Based Support Personnel*
- ❖ *Community Based Support Personnel*
- ❖ *Special Education Service Delivery Model – Elementary*
- ❖ *Special Education Service Delivery Model – Secondary*
- ❖ *Ministry Designation Categories*

SECTION TWO EA/ABA SW Practices.....20

- ❖ *Ethical Conduct*
- ❖ *EA/ABA SW Orientation Checklist*
- ❖ *EA/ABA SW Checklist*
- ❖ *Promoting Independence: 13 Ways to Step Back*
- ❖ *Education Assistant/Applied Behaviour Analysis Support Worker Sub-Book*
- ❖ *Home-School Communication Book*

SECTION THREE EA/ABA SW Procedures29

- ❖ *EA/ABA SW's Interactions with Parents*
- ❖ *Evaluation Process*
- ❖ *Hours of Work and Professional Development*
- ❖ *Time Sheet/Absence Procedures*
- ❖ *Liability Coverage*
- ❖ *EA/ABA SW Work Related Liability Issues*
- ❖ *Occupational Health and Safety Issues*
- ❖ *Health Issues*
- ❖ *Safety Issues*
- ❖ *Lifts & Slings*
- ❖ *Due Process*

Appendices..... 43

The *Education Assistant (EA) & Applied Behaviour Analysis Support Worker (ABA SW) Handbook of Guidelines* is best used in conjunction with the [Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity and Inclusion](#), which has been created to provide a single document for all matters related to inclusive education. It provides an overview of the history of special education including relevant case law, descriptions of district supports, interventions, relevant policies, guidebooks/handbooks, etc.

The [Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity and Inclusion](#) is a document which is best viewed on-line due to the numerous embedded URLs in it.

CUPE/Board approved *Class Specifications* can be found here:

<https://www.surreyschools.ca/departments/SPAR/clerical/Documents/Class%20Specifications.pdf>

Educational Issues

SECTION ONE



SECTION ONE: EDUCATIONAL ISSUES

Roles and Responsibilities

It is important for Education Assistants and ABA Support Workers to be aware of the various teaching and other roles that individuals have in schools, as well as within District departments.

SCHOOL BASED SUPPORT PERSONNEL

Building Academic, Social and Employment Skills (BASES) Teacher

BASES teachers work in consultation with classroom teachers, school principals and vice principals, Education Assistants (EAs), Applied Behaviour Analysis Support Workers (ABA SWs), and other school, district, and community staff to coordinate their efforts, skills, and expertise in assessing, identifying, planning and providing instruction for students who have diverse low incidence special needs (e.g., autism, cerebral palsy) co-occurring with a mild to moderate/severe/profound intellectual disability. BASES teachers also work with students who have mild intellectual disabilities.

Child/Youth Care Workers (C/YCW) / Inner City Secondary School Workers (ICSSW)

Child/youth care workers provide short and long-term interventions to students who are experiencing difficulty adjusting to school:

- ***Aboriginal Child and Youth Care Workers*** provide school-based support services to students with Aboriginal Ancestry who have identified needs. Aboriginal C/YCWs work collaboratively with other members of the student's support team to provide 'wrap-around' services.
- ***Connections Youth Care Workers*** provide school-based, long-term, strategic support to students attending Connections programs. In addition, transitional support is provided to Connections students who are transitioning into regular classes.
- ***School-Based Child/Youth Care Workers*** provide support for students who exhibit social/emotional/behavioural challenges with the goal of assisting them to successfully participate and learn within the regular school setting.
- ***Social Development Child Care Workers*** provide long-term intervention for students attending social development classes and transitioning into regular classrooms.

Please see the Board/CUPE approved [Class Specifications](#) for more information.



SECTION ONE: EDUCATIONAL ISSUES

Classroom Teacher

The classroom teacher is central to every student's educational program and collaborates with the other members of the educational team to support the inclusion of a student with special needs. The classroom teacher is responsible for the planning, implementation, assessment, and reporting of the student's educational program ([School Act](#), Section 17(1)(2) and Regulation 4). The Education Assistant (EA) works closely with the classroom teacher to assist with designated aspects of the program delivery. Student Support personnel (e.g., Integration Support Teacher, Learning Support Teacher, BASES Teacher) also assist the classroom teacher.

Education Assistant (EA) / Applied Behaviour Analysis Support Worker (ABA SW)

EAs and ABA SWs play a key role in supporting the educational and social/emotional needs of students with special needs. EA/ABA SWs may assist in the collection of data for tracking student progress and may be required to provide personal care assistance with dressing, toileting, feeding and/or mobility. EAs and ABA SWs play an important role in fostering independence by facilitating social interactions and supporting adaptations or modifications that help to ensure that the student is working at a meaningful instructional level. Please see the Board/CUPE approved [Class Specifications](#) for more information.

Integration Support Teachers (ISTs)

Integration Support Teachers facilitate a proactive planning process where the classroom teacher, parents/guardians, home personnel and support staff work together to design an effective educational program for elementary students who have low-incidence special needs. ISTs act as case managers, facilitate the development of the Individual Education Plan (IEP), model effective teaching practices, and provide resources/materials to facilitate access to the curriculum. ISTs also provide information or in-service to students or staff, help develop strategies and resources to support inclusion, assist in developing behavioural or safety plans, and communicate with community personnel who also work with a particular child on their caseload. Some ISTs carry caseloads that have a particular focus (e.g., Deafblindness, medical needs that interfere with a student's ability to attend school).

Learner Support Team (LST) Teacher - Elementary

The Learner Support Team (LST) teacher plays an active role in the assessment, identification and instruction of students requiring targeted and intensive supports for academic needs. The LST role involves both indirect and direct service through planning and support, evaluation, reporting and case management for students who have a Learning Disability (1701 Category Q); Mild Intellectual Disability (MID - 1701 Category K); and English Language Learners (1701 Category 17), as well as students who do not have a formal special education designation yet are experiencing academic challenges at school.



SECTION ONE: EDUCATIONAL ISSUES

Learner Support Team (LST) Teacher - Secondary

The Learner Support Team (LST) teacher plays an active role in the assessment, identification and instruction for students requiring targeted and intensive supports for academic needs. The LST role involves both direct and indirect service to students through planning and support, reporting, evaluation and case management for students who have a Learning Disabilities (1701 Category Q), English Language Learners (1701 Category 17), as well as students who do not have a formal special education designation, yet are experiencing academic challenges at school. They also support students who have low incidence designations (1701 Category A, B, D, E, F and G) without an intellectual disability.

Principal/Vice-Principal

The school Principal/Vice-Principal is responsible for the implementation of education programs ([School Act](#) Regulation 5[7][a]). Accordingly, the Principal/Vice-Principal ensures that every student who has special needs is assigned a case manager; that individualized education plans are developed and implemented; and that parent/guardians are regularly provided with reports concerning their child's educational progress. The Principal/Vice-Principal also oversees the placement of all students, and is available to consult with students, as well as parent/guardians concerning their child's education program.

School Counsellor

The School Counsellor can be a significant resource for the student with special needs. Counselling services focus on enhancing the student's development, as well as assisting with the development of an inclusive school culture. In addition, counsellors consult and collaborate with students, other educators, parents, and community personnel, to develop effective educational programs and provide case management for students requiring moderate or intensive behaviour support or intervention. At the elementary level, ISTs act as case managers for students identified as requiring Intensive Behaviour Intervention or as a student with Serious Mental Illness. At the secondary level, school counsellors act as case managers for students who are identified as requiring Intensive Behaviour Intervention or as a student who has Serious Mental Illness.



SECTION ONE: EDUCATIONAL ISSUES

DISTRICT BASED SUPPORT PERSONNEL

Augmentative Communication Specialists (AAC)

AACs are Speech-Language Pathologists who specialize in working with students who have severe difficulties in producing or understanding oral communication. AACs provide consultation and training in the use of augmentative or alternative communication systems that may include visual supports, communication boards and books, and voice output communication systems. AACs collaborate with the school-based speech and language pathologist, teachers, EAs, ISTs, BASES teachers, parents/guardians and other team members to develop and implement personalized communication systems.

Deafblind Intervenor (DBI)

The Deafblind Intervenor (DBI) is a member of the Deafblind Team. The DBI provides assistance to peers working in elementary or secondary schools, to support learners who are deafblind. The DBI also leads in-service and workshop activities.

District Behaviour Specialists (DBS)

DBSs have responsibilities related to supporting students requiring Intensive Behavioural Intervention who attend their neighbourhood school. DBSs also support students who have been referred for special placement and/or intensive support and intervention. Responsibilities may include direct involvement with a student placed in Social Development or Connections classes, who is transitioning to a regular educational setting. DBSs may also provide support to students who exhibit challenging behaviour when placement in a regular school setting is not possible. DBSs provide leadership to interagency programs, conduct threat assessments, and provide training with respect to non-violent crisis intervention and the development of Employee Safety Plans.

District Resource Counsellors (DRC)

DRCs consult with school and district personnel regarding students at risk of not completing school, resolve level two suspensions, and support school-based Crisis Response interventions. In addition, DRCs train staff in Violence Threat Risk Assessment, and are members of interdisciplinary teams focused on student safety and emotional well-being. DRCs network with elementary/secondary counsellors, provide leadership to district programs, and participate on district and community committees.



SECTION ONE: EDUCATIONAL ISSUES

Education Assistant (EA) - AAC

The EA-AAC working on the Augmentative and Alternative Communication (AAC) team works under the direction and supervision of the AAC Speech-Language Pathologists (SLP). The AAC EA assists in supporting both the students on the AAC caseload and the EAs who support these students. The AAC EAs responsibilities involve obtaining resources and strategies and tools (e.g., low and mid technology communication solutions) to support the student's progress towards their communication goals and objectives. The AAC EA also supports implementation of high technology communication systems. Please see the Board/CUPE approved [Class Specifications](#) for more information.

Education Assistant (EA) - Brailist

The EA-Braillist provides braille embossed materials as determined by the teacher of the blind or visually impaired and the classroom teacher. Specifically, EA-Braillists transcribe print materials including classroom work (e.g., books, testing material, tactile maps and other graphics, music, etc.). EA-Braillists also order and maintain an inventory of supplies needed for the performance of their duties and a resource file for locating alternative sources of braille materials. Please see the Board/CUPE approved [Class Specifications](#) for more information.

Education Assistant (EA) Peer Support Facilitator

EA Peer Support Facilitators provide strategies, guidance, and one-on-one support to peers working in either the elementary or secondary school levels. The EA Peer Support Facilitator can assist with all aspects of special needs support as outlined in the student's IEP, and also models the facilitation of positive and respectful interactions between special needs students and their peers. The EA Peer Support Facilitator reports to the District Principal, Student Support. Please see the Board/CUPE approved [Class Specifications](#) for more information.

Education Assistant (EA) - Visual Supports

The EA-Visual Supports provides EAs with materials and peer support to facilitate the implementation of visuals in accordance with student needs. The EA-Visual Supports is accessed through a District Principal or the Director of Instruction, Student Support. The EA-Visual Supports also leads in-service and workshop activities. Please see the Board/CUPE approved [Class Specifications](#) for more information.

Learner Support Team Helping Teachers (LST HT)

LST HTs provide support to individual LST teachers and teams through capacity building activities. These include professional development opportunities focused on effective and evidence-based practices in assessment and instruction for diverse learners, as well as support for IEP, Annual Individual Plan (AIP), SBT and LST team development in schools. LST HTs also source and share recommended resources as part of a comprehensive approach to intervention and respond to specific situations as they arise in schools to support teachers, principals, and vice principals.



SECTION ONE: EDUCATIONAL ISSUES

School Psychologists

School Psychologists support children through their specialized training in child development, learning, motivation, behaviour, and mental health. They use their training and skills to work collaboratively, and provide consultation to school-based and district-based personnel, parents/guardians, and outside agency personnel. School Psychologists understand school systems and are an integral part of the school team that establishes evidence-based support strategies for students with special needs.

Special Education Helping Teachers (SPED HT)

SPED HTs provide district leadership in the provision of services for elementary and secondary students with low-incidence special needs. In addition, SPED HTs provide in-service and workshops on a wide variety of topics related to supporting students with special needs. There are SPED HTs with a focus on social-emotional learning, autism, rare genetic/complex medical needs, intensive literacy for students who have a developmental delay, and transitioning to kindergarten, elementary to secondary school, and secondary school to adulthood.

Speech-Language Pathologists (SLP)

SLPs provide services that are designed to support students whose educational and/or social progress is adversely affected by communication difficulties. Speech-language pathology services may include screening, assessment, direct instruction, consultation, and collaboration with other educators, as well as in-service training and information sharing with families and other service providers.

Teachers of the Blind or Visually Impaired (TVI)

TVIs provide itinerant services to students who are blind or visually impaired. The form and level of support is dictated by the intensity of need as outlined in the students Individual Education Plan (IEP). Goals pertain to academic achievement, social/emotional development, communication, technology, advocacy, mobility, orientation, etc. In addition, the TVI facilitates networking between students and their families, and community-based personnel.

Teachers of the Deaf and Hard of Hearing (TDHH)

TDHHs provide itinerant services to students who are deaf or hard of hearing. The form and level of support is dictated by the intensity of need as outlined in the student's Individual Education Plan (IEP). Goals pertain to audiology, academic achievement, social/emotional development, American Sign Language (ASL), listening, communication, speech reading, self-advocacy, appreciation of Deaf culture, etc. In addition, TDHHs facilitate networking between students and their families and community based personnel, and also create (e.g., captioned movies, bowling, WE Day etc.) opportunities through which students can interact with peers who are deaf or hard of hearing.



SECTION ONE: EDUCATIONAL ISSUES

Teacher of the Deafblind

The Teacher of the Deafblind acts as case manager for all students in kindergarten through grade 12, who are designated Deafblind. The teacher of the Deafblind provides itinerant services to students who are deaf or hard of hearing and have visual and auditory needs, that when compounded, result in significant difficulties in developing communicative, educational, vocational, avocational, and social skills. The form and level of support is dictated by the intensity of need as outlined in the students Individual Education Plan (IEP). Goals pertain to audiology, academic achievement, social/emotional development, ASL, listening, communication, speech reading, Braille, self-advocacy, appreciation of Deaf culture, etc. In addition, the Teacher of the Deafblind facilitates networking between students and their families and community based personnel, and also creates opportunities through which students can interact with peers who are deafblind. As case manager, the Teacher of the Deafblind communicates and collaborates with the Teacher of the Deaf or Hard of Hearing, Teachers of the Blind or Visually Impaired, Deafblind Intervenor, Augmentative Communication Specialist, Occupational Therapist, Physiotherapist, Provincial Outreach Program Deafblind partner, and Nursing Support Services as applicable.

Visiting Teachers (VT)

VTs provide instruction to students in Kindergarten through Grade 12, whose social/emotional/behaviour needs are such that they cannot experience success in a regular educational setting. Often, these students are waiting for placement in a specialized program (e.g., Connections, Social Development). VTs typically meet with students in their homes or at another location in the community (e.g., public library) twice a week. District Resource Counsellors make Visiting Teacher referrals.



SECTION ONE: EDUCATIONAL ISSUES

COMMUNITY BASED SUPPORT PERSONNEL

Nursing Support Services (NSS) Coordinators

Nursing Support Services Coordinators develop, in consultation with a support team, a health care plan for students who require health care procedures such as tube feeding, catheterization etc. The Nursing Support Services Coordinators train, certify and monitor Education Assistants who carry out specific dedicated health care procedures, and who work under the direction of the classroom teacher.

Occupational Therapists (OT)

OTs work to promote, maintain, and develop the functional skills students require to be successful in an educational setting. OTs conduct assessments, and consult and assist with educational teams with respect to program planning, equipment selection and environmental or other adaptations.

Occupational Therapist (OT) - Sensory

OTs-Sensory conduct assessments and develop educational plans that enable educational teams to address sensory needs (e.g., auditory, visual, tactile) so as to enable students to function in an educational setting.

Physiotherapist (PT)

PTs provide services to children with orthopedic, neurological, muscular, spinal, joint or sensory dysfunction. PTs conduct assessments, and work as members of a collaborative team to assist with the development of interventions, equipment selection/adaptation, and program planning. PTs also assist students with physical positioning that promotes optimal physical access, provide assistance in maximizing independence for students who have limited mobility, and offer suggestions to facilitate functional movement.



SECTION ONE: EDUCATIONAL ISSUES

Special Education Service Delivery Model - Elementary

ELEMENTARY LEVEL

Inclusion

School District No. 36 (Surrey) supports the belief that generally, students with special needs are best served in a classroom setting with peers. Teachers of students with special needs receive support in relation to an Individual Education Plan, program implementation strategies, and paraprofessional support (when appropriate).

Learner Support Team

Learner Support Teams provide support to:

- a) students with mild to moderate learning difficulties and/or students at risk of not completing school;
- b) students with learning disabilities or mild intellectual disabilities (elementary only) and other students as appropriate;
- c) students who are English Language Learners (ELL).

Special Programs

- Deaf or Hard of Hearing Resource Programs
- Intensive Literacy Programs (*Grades 4-6*)
- Intensive Support and Intervention Classes
- Social Development Programs



SECTION ONE: EDUCATIONAL ISSUES

Special Education Service Delivery Model - Secondary

SECONDARY LEVEL

Learner Support Team

Learner Support Teams provide support to students:

- with low incidence special needs (e.g., Autism, Cerebral Palsy), who do not have an intellectual disability;
- with mild to moderate learning difficulties and/or students who are at risk of not completing school;
- with learning disabilities, and students who do not have a special education designation, as appropriate; and
- who are English Language Learners.

Building Academic, Social and Employment Skills (BASES)

BASES provides services to students with:

- low incidence special needs who have a mild to moderate/severe intellectual disability; and
- a mild intellectual disability.

Intensive Support & Intervention Classes

Intensive Support & Intervention classes provide services to students who require more support than is provided in a BASES program. Generally, students have a physical or sensory disability, and/or autism that occurs concomitantly with a moderate to severe intellectual disability.

Special Programs

- Connections Programs (formerly Alternate)
- Deaf or Hard of Hearing Resource Program
- Foundations
- Inter-Agency Behaviour/Emotional Support Programs



SECTION ONE: EDUCATIONAL ISSUES

Ministry Designation Categories

Education Assistants and ABA Support Workers should be familiar with low incidence special needs categories. School districts receive targeted funding for students with the following low incidence special needs:

Physically Dependent (A)

Students reported to the Ministry as Physically Dependent are completely dependent on others for meeting all major daily living needs and require assistance at all times for feeding, dressing, toileting, mobility and personal hygiene.

Deafblind (B)

Students reported to the Ministry as Deafblind must have a visual impairment (partial sighted to total blindness) and a hearing impairment (moderate to profound hearing loss). The degree of impairment results in significant communicative, educational, vocational, and social difficulties.

Moderate to Profound Intellectual Disabilities (C)

A student with a moderate to profound intellectual disability has intellectual functioning that is 3 or more standard deviations below the mean on an individually administered Level C assessment instrument of intellectual functioning, and has limitations of similar degree in adaptive functioning in at least two skill areas appropriate to the student's age.

Physical Disabilities or Chronic Health Impairments (D)

Students are reported as having a physical disability or chronic health impairment when their education is adversely effected by one or more of the following:

- Nervous system impairment that impacts movement or mobility;
- Musculoskeletal condition; and/or
- Chronic health impairment that seriously impacts the student's education and achievement.

Visual Impairments (E)

The generic term Visual impairment includes individuals who are legally blind, partially sighted, have low vision, or are cortically visually impaired. For educational purposes, a student reported as having a visual impairment is one whose visual acuity is insufficient for the student to participate with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a substantial educational disadvantage, unless adaptations are made with respect to the presentation of learning opportunities, the nature of the materials used, and/or the learning environment.



SECTION ONE: EDUCATIONAL ISSUES

To be considered visually impaired, a student must have:

- a visual acuity of 6/21 (20/70) or less in the better eye after correction;
- a visual field of 20 degrees or less;
- any progressive eye disease with a prognosis of becoming one of the above in the next few years; or
- a visual problem or related visual stamina that is not correctable and that results in the student functioning as if his or her visual acuity is limited to 6/21 (20/70) or less.

Deaf or Hard of Hearing (F)

A student may be reported as Deaf or Hard of Hearing if he/she has a medically diagnosed hearing loss, which results in such substantial educational difficulty that requires direct services on a regular, frequent, and ongoing basis, by a teacher of the deaf or hard of hearing.

Autism Spectrum Disorder (G)

The term Autism Spectrum Disorder (ASD) is used to describe a group of neurodevelopmental disabilities characterized by the manifestation of behavioural characteristics across multiple areas of functioning, (e.g., socialization, communication, sensory responsiveness). Behavioural characteristics exist in varying degrees. To be reported as having an Autism Spectrum Disorder, a student must have documentation of a diagnosis made by appropriately qualified professionals:

- BC Autism Assessment Network (BCAAN); or
- a paediatrician, psychiatrist or registered psychologists whose assessment meets Standards and Guidelines and adopted BCAAN policy changes (September 2006).

Intensive Behaviour Interventions or Serious Mental Illness (H)

Students identified as requiring Intensive Behaviour Intervention or having Serious Mental Illness exhibit extremely disruptive behaviour in school and other environments or have severe mental health conditions that manifest themselves in profound withdrawal or other internalizing and externalizing behaviours. These students have needs that extend beyond the normal capacity of the school to manage. Accordingly, educators and community partners must collaborate (e.g., Child and Youth Mental Health, Maples Adolescent Treatment Centre) to develop and implement educational programs.

Moderate Behaviour Support or Mental Illness (R)

Students can experience behaviour, social/emotional or mental health concerns that range from mild to serious. Most students with social/emotional difficulties can be supported in school through counselling and school-based support services. A smaller number of students require more intensive support. Students who require behaviour supports are students whose behaviours reflect inappropriate interactions between the student and one or more elements of the environment, including the classroom, school, family, peers and community. Behaviour disorders vary in their severity and effect on learning, interpersonal relations and personal adjustment.



SECTION ONE: EDUCATIONAL ISSUES

The funding for students with high incidence special needs is based on enrollment numbers. Education Assistants and ABA Support Workers should be familiar with the following:

Mild Intellectual Disabilities (K)

Students with a mild intellectual disability have intellectual functioning (Standard Score [SS] 55-73) as measured on a norm referenced Level C assessment and adaptive behaviour of a similar degree (SS<70) in at least two domains on a norm referenced measure of adaptive behaviour. While individual needs differ, many will require specific instruction for the acquisition of gross and fine motor skills, academic skills, communication skills, assistance with development of social skills, including personal independence, social responsibility and life skills.

Gifted (P)

A student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.

Identification and assessment should involve the use of multiple criteria and information from a variety of sources and include several of the following:

- teacher observations (e.g., anecdotal records, checklists, and inventories);
- records of student achievement (e.g., assignments, portfolios, grades, audio or video recordings, records of accomplishments);
- nominations by educators, parents, peers and/or self;
- interview of parents and students; and/or
- formal assessment results (e.g., Level C cognitive ability, academic achievement).

Learning Disabilities (Q)

The term Learning Disabilities (LD) refers to a number of disorders that may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average cognitive abilities essential for thinking and/or reasoning. Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing, phonological processing, visual spatial processing, processing speed, memory and attention, and executive functions (e.g., planning and decision-making).



SECTION ONE: EDUCATIONAL ISSUES

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:

- Oral language (e.g., listening, speaking, understanding)
- Reading (e.g., decoding, phonetic knowledge, word recognition, comprehension)
- Written language (e.g., spelling and written expression)
- Mathematics (e.g., computation, problem solving)

EA/ABA SW Practices

SECTION TWO



SECTION TWO: EA/ABA SW PRACTICES

Ethical Conduct

EA/ABA SWs are ethical in all aspects of their dealings with staff, students, parents, district staff, and community partners.

EA/ABA SWs:

- Maintain respectful and professional communication and relationships with teachers, staff, students and parents at all times.
- Remember that the teacher is responsible for communication with parents. This means that parents should not be reaching out to EAs for information about student behaviour, progress, etc. *Should this occur, please redirect the inquiry to the teacher, principal, etc.*
- Maintain and respect the confidentiality of students, staff and parents by not communicating about them in front of students/peers/others during working/non-working hours.
- Help students realize their potential for self-determination and independence.
- Facilitate inclusion of students with special needs by providing the optimal level of support needed for students to achieve their individual educational goals.
- Understand that student safety and engagement with students is important during school time (e.g., lunch supervision, field trips, during work hours), and so drinking hot beverages or personal socializing is discouraged during these times.
- Are reliable and work under the direction of the teacher, and the other members of the team to follow student learning, safety, medical, behavioural and personal care plans.
- Are responsible and appropriate in their appearance, professional attitude, and actions.
- Are clear about their roles and responsibilities. Should problems arise, they understand due process and the procedures they are to follow.



SECTION TWO: EA/ABA SW PRACTICES

EA/ABA SW Orientation Checklist

School Personnel

- Who are the administrators, secretaries and custodians for the school, and how do I address them during school hours?
- Who are the other adults in the school, and how do I address them?
- How does the classroom teacher want to be addressed in the classroom?
- Have I discussed with the classroom teacher, how I should be addressed?

School Routines/Rules *(to be discussed with the classroom teacher)*

- What is the bell schedule for the school?
- When are the nutrition breaks?
- What are the fire and emergency evacuation procedures?
- What are the school rules for conduct in the library/gym/computer room etc.?
- What are the rules for hallway and washroom use?
- What are the playground rules and routines?
- What are the classroom teacher's goals for the class and/or a specific student?
- What are the classroom rules and expectations for inappropriate behaviour?
- What is the procedure for notifying the office that assistance is needed immediately?
- What is the emergency coded message for staff on the PA? What is the required response? Lockdown? Fire drill?
- How do I access teacher/learning materials and resources at the school?
- Where are, and how do I access audio-visual materials and classroom supplies?
- What are the special forms that I may be using?



SECTION TWO: EA/ABA SW PRACTICES

Student Specific Information *(to be discussed with the classroom teacher)*

- What time does the student arrive and depart?
- What time does the bus/taxi (if applicable) arrive and depart? Do I need to meet the student at the bus/taxi/parent's car?
- Are there any eating/feeding conditions that I need to be aware of (e.g., who feeds? How fed, etc.)
- Who is responsible for supervising the arrival and safe departure of the student?
- How do I access the IEP?
- Are there any behavioural, Employee Safety Plans, Plans of Supervision, gradual entry/reintegration plans for any of the students? If so, what are my responsibilities with respect to each implementation?
- Are there any medical issues (e.g., allergies) or Care Plans for any of the students? Does the student require any medication? If so, where are the related forms (e.g., Diabetes Medication Administration Form, Administration of Medication Record Card, Medication Administration Incident Report)?
- Does the student require special equipment (e.g., CCTV, lift, FM system)?

EA/ABA SW Specific Information (to be reviewed with the Principal) *refer to current CUPE contract*

- What are my hours of work? Coffee and lunch breaks?
- What is the procedure for checking in/out?
- What is the procedure for reporting absences and requesting a float?
- Where will I store my Sub Book so that the EA/ABA SW float has easy access?
- What is the procedure when using my car for a community visit? What forms are required? Kilometrage?
- What is the consultation/collaboration time? Altered calendar time?
- If I am assigned to a specific student for the day and he/she is absent, who do I report to?

Effective communication can eliminate problems.



SECTION TWO: EA/ABA SW PRACTICES

EA / ABA SW Checklist

More information about “Priority 1”, “Priority 2”, and “Priority 3” referenced below is contained in the EA Planning Tool for Principals document.

PRIORITY 1 - NON ACADEMIC LEARNING

❖ Health Care and Hygiene

EA ONLY:

- Review the Care Plans; be aware of the procedures for diabetes management, seizure management, etc.
- Assist with personal care (ostomy, catheterization, jejunostomy, etc.)

EA/ABA SW:

- Help with mobility where required.
- Assist with positioning in order to promote independence.
- Assist with toileting when required.
- Assist with the preparation of food and/or feeding.
- Assist with dressing if required.
- Provide assistance for washing hands/face, when required.

❖ Supporting Social/Emotional or Behaviour Routines

EA/ABA SW:

- Follow safety and/or behaviour plans.
- Reinforce and model appropriate behaviour and language.
- Encourage developmentally appropriate positive student behaviour.
- Supervise students and implement strategies to develop independence so as to ensure they complete tasks and meet teacher deadlines.



SECTION TWO: EA/ABA SW PRACTICES

PRIORITY 2 - NON ACADEMIC LEARNING

❖ School and Community Activities to Enhance Life Skills

EA/ABA SW:

- Provide responsibility training (jobs around school) as outlined in the IEP.
- In consultation with the principal/vice-principal and/or classroom teacher, the EA or ABA SW may participate in and may carry out shopping trips to promote the skills established in the IEP.
- Implement cooking programs to promote the skills set out in the IEP.
- May participate in leisure training (swimming, horseback riding) as requested by IEP team.
- Provide experience using public transportation (schedules, riding bus and/or sky train) as requested by IEP team.
- Provide support to students involved in work experience programs.

❖ Transportation Requirement

- Become familiar with how the student is transported to/from school (parents, taxi, etc.).
- Become familiar with how student is transported from one school to another.
- Become familiar with how student is transported into the community.

❖ EA/ABA SW Preparation for Meetings/Discussions

- Be familiar with student (e.g., what's going well, needs, possible recommendations).
- Have samples of student's work at hand, if requested.
- Have documentation (scatter plots, ABC charts) prepared, if requested.
- Be prepared to participate, contribute to IEP planning and review sessions.
- Assist with daily planning.



SECTION TWO: EA/ABA SW PRACTICES

FOR ACADEMIC LEARNING

Teachers are responsible for providing academic support and utilizing principles of universal design. Items related to academic learning need to be discussed with the classroom teacher. Under teacher direction, the EA/ABA SW may assume responsibility for the following:

PRIORITY 3

❖ Student Communication

- Assist with the:
 - Implementation of a picture schedule system for daily classroom activities.
 - Preparation of a format to support choice making.
 - Design and implementation of student's communication books, boards, wallets and/or technical devices.
 - Design and implementation of conversation and/or remnant books.
- Actively maintain the student's communication systems for classroom use.
- Actively use technical/non-technical devices to assist the student in communicating his/her needs.
- Provide daily practice with the communication materials.

❖ Supporting Learning

- Assists students with:
 - The utilization of technology (e.g., iPad, computer, computer programs, switches, head pointer, etc.)
 - Positioning and access issues related to the use of the student's technology.
- Help the student access the computer programs as stated in the IEP.
- Provide guided practice as the student becomes familiar with the equipment/programs.
- Work with the team to request updated programs to support the classroom curriculum (when appropriate).

❖ Student Progress

- Observe and record behavioural observations utilizing data collection tools (e.g., time on task, ABC charts); and
- Complete informal objective checks of student progress.

Remember... materials prepared for the student are to be left for student's use.



SECTION TWO: EA/ABA SW PRACTICES

Promoting Independence: 13 Ways to Step Back

1. Give sufficient wait time; pause prior to asking, answering or helping.
2. Introduce assistance *only as needed*.
3. Sit further away. If you have been within arm's reach, sit just within earshot. If you have been sitting just within earshot, sit across the room.
4. Focus on positives.
5. Create a community - encourage class buddies.
6. Encourage independence. Teach "Thanks, but please let me try it by myself."
7. Remind yourself that you are to step back so that students can become independent.
8. Ensure that the team members (especially the Principal) know the plan and understand why you are stepping back.
9. Monitor how long it takes for students to perform a task independently. The extra time to start zippers, pick up dropped papers, or find page numbers is well invested.
10. Tell other adults in the classroom that you are going to step back and ask them to remind you when you should do this.
11. Remember, the classroom teacher is central to the student's education.
12. Let your students make and learn from mistakes.
13. Continually ask yourself: "What am I doing to encourage independence?"

Paving the road to independence is a valued endeavour!



SECTION TWO: EA/ABA SW PRACTICES

Education Assistant / Applied Behaviour Analysis Support Worker Sub-Book

All EAs/ABA SW's must work with their teacher and administrator to complete/update a *Sub-Book* for their position. A smooth transition from one EA/ABA SW to another depends on a readily available, clearly written Sub-Book. A template is available on the Hub or through your EA Peer Support Facilitator.

The Sub-Book **may** contain the following information:

Position Information

- Name(s) of supervisory teacher(s).
- School hours, hours of work, break schedule.
- Timetable for self and student(s).
- Map of the school with pertinent classrooms.
- Fire and emergency procedures.
- Summary of the Day.

Child Specific Information (complete for each child as necessary)

- Important medical or safety alerts.
- Behaviour plans.
- Employee Safety Plan.
- Personal care needs.
- Feeding information.
- Communication needs/systems (e.g., Picture Exchange Communication System [PECS]®).
- Teachers' methods for communicating with parents.
- Information on how to access/troubleshoot technology used by student.
- Preference profile – likes and dislikes; reinforcement procedures in place.
- Instructional information – IEP related.

A great guide is one that is concise and contains only important information!



SECTION TWO: EA/ABA SW PRACTICES

Home-School Communication Book

Please access [THIS LINK](#) for detailed information (*e.g., procedures, staff responsibilities, privacy, ownership, retention, etc.*) of Home-School Communication Books *prior to use*.

EA/ABA SW Procedures

SECTION THREE



SECTION THREE EA/ABA SW PROCEDURES

EA/ABA SWs Interactions with Parents

The EA/ABA SW is employed to assist teachers in carrying out their responsibilities and duties under the School Act. When meeting a student at the door or when delivering the student to the caregiver, ***the EA/ABA SW should be cordial and friendly, however, they should not discuss any of the classroom tasks or educational concerns with the parent or caregiver - this is the classroom teacher's responsibility.*** Any parental concerns or queries must be directed to the classroom teacher.

In the capacity of support to the classroom teacher with integrating the student with special needs, the EA/ABA SW:

- Is not to report on the student, discuss the student's program, or support the home program.
- Should not be placed in a position or assume a position that interferes with the communication between the parent and the teacher.

Parent Scheduling Activities During School Hours

Parents are responsible for transportation when they have scheduled OT/SLP/Other appointments for their child during the school day; EA/ABA SWs should not be providing transportation for students for these activities/appointments.

The best plans are proactive rather than reactive!



SECTION THREE EA/ABA SW PROCEDURES

Evaluation Process

For further addition information, please refer to the [CUPE, Local 728 Collective Agreement](#).

Assigned Duties

When an EA successfully posts into a position, they are posting to a site (not a specific student) and should anticipate working with various students in various programs, as assigned by the Principal. When an ABA SW successfully posts into a position, they are posting into a student-centred placement; however, they should anticipate working with various students as assigned by the Principal.

Probationary Period

A probationary period is a four (4) month period served by an employee to determine his/her general suitability to become a regular employee. Such a period may be served simultaneously with a trial period.

Trial Period

A trial period is a three (3) month period served by an employee to determine his/her suitability in a particular classification. Once an employee has successfully served a trial period, it need not be repeated at a later date. Such period may be served simultaneously with a probationary period.

Evaluation Period

All employees who transfer to a new location by promotion, demotion or transfer shall serve an evaluation period of up to but not exceeding one (1) month, except by consent of the Union.

Evaluation Reports

Reports on an employee's performance will be discussed with the employee by the evaluator. The employee may respond and the response will be attached to the report. Both the employee and the evaluator are expected to sign the report and the response, if any. This will acknowledge that the report has been discussed, but does not indicate agreement or disagreement. Refusal by an employee to sign an evaluation form will be noted in the employee's file. A copy of the report and response will be given to the employee before it is forwarded to the Human Resources Department to be placed in the employee's personnel file. The Human Resources Department will forward a copy to the union office. When an employee is on probation or a trial period, only the last evaluation will be retained.

Per Collective Agreement Article 2.33: "Employees who have been evaluated in accordance with (2.31) and (2.32) and remain at the same location thereafter, will be evaluated on performance every two years from the date of previous evaluation."

Remember – postings are based on school and program need.



SECTION THREE EA/ABA SW PROCEDURES

Hours of Work and Professional Development

Scheduling of EA/ABA SW Hours of Work

Once the total number of hours of EA/ABA SW time at a school has been established, the Principal of the school, the teachers affected, and the EA/ABA SWs will determine the most effective scheduling of assigned hours in order to meet the needs of the students. In the event of a disagreement on the scheduling of hours the administrative officer will determine the schedule.

Hours of Work, Rest and Lunch Breaks

Full time education employees will work six (6) hours and twenty-four (24) minutes per day, thirty-two (32) hours per week. The daily minimum hours of work for EA/ABA SWs shall be four (4) hours.

EA/ABAs working 30 hours or more are allowed two (2) fifteen-minute coffee breaks and an unpaid thirty-minute lunch break. However, most of the EA/ABA SWs in our district work less than 6 hours per day. If you work more than 3 hours per day, you will be allowed a paid 15-minute rest break during your shift. If your work day goes into the afternoon, however, is less than 6 hours, you will be allowed an unpaid half hour lunch break. The times of the rest and lunch breaks are to be negotiated by the EA/ABA SW team in collaboration with the administrative team. The EA/ABA SWs scheduled rest and lunch breaks will be posted as per the Collective Agreement.

Professional Development (Pro-D)

Student Support works with itinerant teachers and CUPE executive to create pro-d opportunities for EAs, ABA SWs, CYCWs, etc. In instances when a school is closed on a non-instructional day, staff should engage in professional development opportunities, which may include self-directed pro-d, and if there are costs associated with the activity, they should be remunerated accordingly. Staff should not be directed to take a leave of absence or utilize sick time.

When paraprofessionals are planning to engage in self-directed pro-d, they must complete a [Paraprofessional Self-Directed Professional Development Work Plan \(EAs, CYCWs, ABA SWs\)](#) request form (please note: a list of examples/ideas for self-directed pro-d activities is listed on page 2 of this form) and submit this request to the Principal for approval **prior** to the activity.

Remember... the needs of the student and program are paramount in the determination and configuration of the number of hours of work for EA/ABA SWs.



SECTION THREE EA/ABA SW PROCEDURES

Time Sheets/Absence Procedures

Time Sheets

Paper time sheets are no longer required.

Absence

If you are absent due to sickness or personal leaves, you must log your absence via the Employee Self Service (ESS) system: <https://staff.surreyschools.ca/> or the Automated Dispatch System (ADS): 604-595-9595 or 604-595-6140.

You may request a specific substitute **only for the purpose of continuing a current absence** in order to have continuity in the classroom. To request the same relief EA/ABA SW you will need to:

1. Call Dispatch to continue the absence.
2. Listen carefully and follow the instructions. Have the following information ready:
 - dates and times of absence, reason for absence.
 - any specialized instructions such as work hours that are different than normal hour, special events for the day or special circumstances such as seizure management, etc.
3. Remember other personnel listen to the recording so do not leave negative remarks for others to hear (always remain ethical and professional).



SECTION THREE EA/ABA SW PROCEDURES

Liability Coverage

Indemnification

The employer will defend, save harmless and indemnify all employees from any demands, claims, writs, actions or other proceedings which may be brought against them and which arise from the performance of their duties and responsibilities as an employee and for any cost, loss, damage and liability arising therefrom, including all legal fees and disbursements incurred in connection therewith¹.

Kilometrage

Sometimes, an EA/ABA SW may be requested to use their own vehicle for school district business. If the EA/ABA SW agrees to use their own vehicle for school district business, they shall receive a kilometrage payment in accordance with [Board Policy 4415](#), Section 5.6. Claim for authorized travel must be submitted on the prescribed Board form².

All claims must be completed monthly, approved by the Principal, and *must be submitted within 90 days*.

Business Insurance

Where “business use” rated insurance is required but not provided directly by the School District through a special auto plan policy, employees shall be reimbursed if travel in the employee’s position reasonably demonstrates the need for “business” use” rated insurance (drive for work and are paid kilometrage more than six (6) time in a month)³.

¹ [From CUPE, Local 728, Collective Agreement.](#)

² [From CUPE, Local 728, Collective Agreement.](#)

³ [From CUPE, Local 728, Collective Agreement.](#)



SECTION THREE EA/ABA SW PROCEDURES

EA/ABA SW Work Related Liability Issues

Community Outings

Some students with special needs require experience in their community. If the IEP prescribes community visits for the student, the following steps will need to be taken:

1. Days and times will need to be arranged.
2. Two EAs/ABA SWs should be present for each community outing.
3. The teacher and/or department head will obtain permission from the principal for such outings. The teacher and/or department head will document that the EA/ABA SW is authorized to take the student off the school grounds on the days and times stated.
4. Prior to the EA/ABA SW taking a student on community outings, the teacher and/or department head will obtain informed parental consent.
5. The EA/ABA SW will check directly with the Principal and/or department head prior to leaving the school with the student.
6. The EA/ABA SW should meet with the teacher and/or department head following the outing to provide feedback on how the outing went in order to troubleshoot any situation that may need to be resolved before the next outing is scheduled.

(These steps will ensure coverage under [CUPE Collective Agreement](#).)

Vehicle Use

The principal/vice-principal will make every effort to ensure that public transportation be used for community outings, however, in some instances, an EA/ABA SW may be requested to use their own vehicle or parents of students may offer an EA/ABA SW the use of their modified vehicle.

1. Staff Personal Vehicle Use

If an EA/ABA SW agrees to use their own vehicle for school district business, the EA/ABA SW must take the following steps:

- a. Seek permission from the Principal.
- b. Fill out Annual Driver Registration form (as per [District Policy 10310](#)), prior to your community visit.
- c. Set their trip odometer from the time they leave the school until they return.
- d. Fill out [Local Travel Expense Claim form](#), indicating their kilometrage during the outing.
- e. Photocopy/save the form and keep it for their record.
- f. Send the form to the Principal for approval before sending it to Finance for reimbursement.

(These steps will ensure coverage under [CUPE Collective Agreement](#).)

Drivers **must** ensure that all children are properly secured in certified restraint systems. For more detailed information, please refer to: [ICBC Road Safety - Choosing a child car seat or booster seat](#).



SECTION THREE EA/ABA SW PROCEDURES

2. Parent Permission for Staff to Use their Vehicle

Where a student's educational plan extends to the community during school hours, and a modified vehicle is required for transport, parents may offer the use of the vehicle to the EA or Teacher.

In such instances, it is important for the parents and driver to be aware of the expectations and vehicle coverage, so as to be able to make an informed decision. For additional information, see [HERE](#).

For information pertaining to volunteer driving, please refer to [Policy 10310 - Volunteer Drivers](#) and [Regulation 10310.1 - Volunteer Drivers](#) and their appendices.



SECTION THREE EA/ABA SW PROCEDURES

Occupational Health and Safety Issues

Surrey School District will provide a safe and healthy workplace that minimizes the risk of injury and disease to its employees, students and contractors. The Occupational Health and Safety Program is the cornerstone of the district's effort to establish and maintain superior standards of occupational health and safety.

Each individual has a responsibility for his or her own safety, as well as the health and safety of his/her fellow employees. Accordingly, all employees are asked to observe the established procedures and the directions of their supervisor/Principal. They must report unsafe conditions or acts, and perform their duties in a manner that will meet the objective of eliminating accidents so as to be able to enjoy an injury free workplace. All employees are encouraged to discuss all safety issues with their immediate supervisor/Principal before bringing them to the attention of the Health & Safety Sub-Committee at their school.

It is the responsibility of the EA/ABA SW to ensure that required certificates (e.g., Non-Violent Crisis Intervention Training) are to be kept current and that they be familiar with Employee Safety Plans. Any voluntary certificate(s) will be completed at the discretion of the EA/ABA SW (e.g., Food Safe).

Cellphone, Protective Equipment, and Supplies

Schools/sites are responsible to provide staff with all personal protective equipment and supplies required to safely perform their duties. For example, all staff must use disposable gloves when toileting or when there is a risk of exposure to potentially infectious body fluids or if an Employee Safety Plan indicates that staff call the office, they should be provided walkie talkies. Employees are not recommended to use their personal phones for the purpose of summoning assistance. (Refer to [Weekly Memo - January 14, 2020, Memo #22](#)).

Violence in the Workplace

An employee who encounters or is involved in an act of violence or a threat of violence must promptly file a complaint of the incident to his/her administrative officer or excluded supervisor. The report shall be forwarded immediately to the WorkSafeBC. A copy of the report shall be sent to the Health and Safety Department to be put before the District Health and Safety Committee.

Refer to [School District Policy/Regulation 5206/5206.1](#) and [CUPE, Local 728, Collective Agreement](#) for more information.

To report violence in the workplace, please complete an incident report via [Employee Self Service \(ESS\)](#).



SECTION THREE EA/ABA SW PROCEDURES

Bullying, Harassment and Discrimination

The following applies to all workers, including permanent, temporary and casual. It applies to interpersonal and electronic communication.

A worker has a duty to take reasonable care to protect the health and safety of themselves and other persons, and as a result, a worker must take all reasonable steps to prevent where possible, or otherwise minimize workplace bullying, harassment and discrimination.

A worker's obligation to take reasonable care to protect the health and safety of themselves or others includes:

- Not engaging in discrimination or bullying and harassment of other workers, supervisors, the employer or persons acting on behalf of the employer;
- Reporting if discrimination or bullying and harassment is observed or experienced in the workplace; and
- Applying and complying with the school district policies and procedures on discrimination or bullying and harassment.

Refer to [School District Policy/Regulation 7210/7210.1](#) and [CUPE, Local 728, Collective Agreement](#) for more information.

First Aid

If first aid is required, employees should report to the first aid attendant. All employees should report work related injuries to their supervisor and an employee injury/incident report should be logged on-line via the [Employee Self Service \(ESS\) webpage](#).



SECTION THREE EA/ABA SW PROCEDURES

Health Issues

EA/ABA SWs are expected to surface clean the commode and change the tablemat for the student with special needs who is under their care. When cleaning these items, EAs need to adhere to the following procedures for their own safety:

1. Use the spray provided to the school for surface cleaning (the administrator or custodian can help you locate and safely store this).
2. Protect them by wearing disposable vinyl or rubber gloves.
3. Use paper towels to wipe down the commode or mat.
4. Air dry.
5. Wash your hands thoroughly with soap and water.

If a more thorough cleaning of the commode is required, please ask the administrator to have the custodian clean it at the earliest convenient time.

For information on communicable diseases, please refer to the “[Communicable Disease Exposure Control Plan](#)” found in the Human Resources webpage on the Hub.

Safety Issues

As an EA/ABA SW, you may find you have posted into a school where a student with special needs may be potentially dangerous to themselves or to others. Yours and the student’s safety will be addressed at the school level and a child specific [Employee Safety Plan](#) will be developed by trained District staff in collaboration with the administrator, the parent and [staff working directly with the student](#). This plan will itemize the specific actions to be taken by the adults in the classroom so as to help prevent behaviour that may lead to inquiry and/or mitigate risk. You will need to review this plan and sign it, indicating that you are aware of the measures you need to take when working with that child. The [Employee Safety Plan](#) promotes a safe and healthy environment in which to work.



SECTION THREE EA/ABA SW PROCEDURES

Lifts & Slings

Lifts and slings are used to assist in the moving and handling of students and reduce the degree of manual handling required by the Education Assistant. Lifts and slings provided for use by employees at the workplace are workplace equipment and must comply with the relevant provisions related to WorkSafe BC. In order to ensure that employees are not injured while moving or handling students, it is important for EAs to monitor ceiling mounted track systems, powered mechanical patient lifts and patient slings that are installed in Surrey schools.

LIFTS

To ensure safety of both students and staff, EAs/ABA SWs should note the following.

A) Monitoring

Before each use, an equipment check must be completed as follows:

1. **Floor Lift:** Wheels (e.g., do they move correctly on the surface where the hoist will be used?), locks, spreader handle, mast, remote control, motor, emergency release, battery pack, boom, sling bar, sling attachment connecting points, and charging cables;
2. **Ceiling Track:** Docking station and contacts, cable and wires, webbing strap, and sling attachment connecting points; and
3. **Sit-to-Stand Lift:** Wheels (e.g., do they move correctly on the surface where the hoist will be used?), locks, spreader handle, mast, remote control, motor, emergency release, battery pack, boom, sling bar, sling attachment connecting points, and charging cables.

Please advise your principal if you notice that alterations or repairs are required as the equipment must be examined, repaired, or serviced by a qualified technician prior to its return to service.

B) Hygiene

In order to mitigate the potential for contact with contagions, EAs/ABA SWs must ensure the following is adhered to:

1. Clean lift before and after each use;
2. Disinfect all lift surfaces;
3. Wipe off traces of disinfectant; and
4. Clean motor casings and ceiling tracks if using an overhead lift.



SECTION THREE EA/ABA SW PROCEDURES

SLINGS

In order to mitigate the potential for injury and/or contact with contagions, EAs/ABA SWs must also ensure that slings are visually inspected prior to use, with attention to the following:

A) Monitoring (visual inspection prior to use)

1. Sling labels must be clearly legible;
2. Check all loops at connections points for signs of fraying, loose stitching, rips or holes;
3. Check for signs of weakening of fabrics (e.g., heat damage, brittle, stiff, puckered fabric) or significant staining; and
4. Check all buckles and closures.

B) Sling Hygiene

All manufacturers' laundering instructions are to be followed, per the vendor sling guide or care label. Sling safety and warranty coverage may be compromised if manufacturers' laundry instructions are not followed;

1. Slings must not be used by multiple students unless properly washed and disinfected); and
2. Laundering as required, depending upon use (i.e., slings are often used for toileting so there is a high potential for contact with bodily fluids);

Typical laundry instructions for slings:

- In agitator machines, slings are to be washed in a washing/laundry bag.
- Wash in hot water (140°F or 60°C - 80°C).
- Dry at low (cool) temperatures for 10 - 15 minutes or hang to dry.
- **Do not:** use bleach, iron, or dry clean.

C) Sling Replacement

If there are any signs of sling breakdown, the sling must be removed from service. Please notify the Principal/Vice-Principal.

D) Training

1. Centre for Child Development, the school, and the Student Permanent Record file will keep a copy of the record of training and instruction provided with regard to student handling and the use of student handling aids;
2. Any adverse incident or near miss event relating to the use of student lifts or slings should be reported to the principal, with a view to ensuring care of any individual concerned and preventing recurrence.

See also: <https://www.scc.ca/en/standards/work-programs/csa/hoists-for-transfer-disabled-persons-requirements-and-test-methods-0>



SECTION THREE EA/ABA SW PROCEDURES

Due Process

Due process refers to the idea that when you encounter difficulties within a system there is a process that has been laid out for you to follow and that it is your right to follow in order to resolve your difficulties. The shop steward is available for consultation at any stage of the process.

EAs and ABA SWs work as members of a collaborative team that includes the classroom teacher, the inclusion teacher, the Learner Support Team Teacher, for example. Should you experience a disagreement with your supervising teacher or with any other colleague, it is important that you follow a process in the settling of the issue.

1. First, address your concern to the classroom teacher or the other colleague. Most problems can be resolved at this level if you are willing to communicate with the individual involved. It is important to describe the situation and how it makes you feel and why. Avoid criticizing the other person.
2. If the disagreement cannot be resolved between those involved, you may request mediation by the Principal. It is important to inform the other person before you ask for administrative intervention. This courtesy allows the Principal to deal directly with both parties and to look for a mutually agreeable solution.
3. Hopefully, steps 1 and 2 will resolve the majority of all disputes. However, should this not be the case, you must contact your union shop steward for additional advice and assistance.

Please be sure to follow the above steps in order. This process is designed to settle disputes as quickly and efficiently as possible and to protect your working relationships with your colleagues.

The most effective support teams “check things out” with one another before action is taken!

Appendices

Appendix A: Roles and Responsibilities of the EA/ABA SW

- (i) Do's and Don'ts
- (ii) Roles and Responsibilities
- (iii) Maintaining Personal Space When Working with Students

Appendix B: Sub-Book

- (i) Sample: Education Assistant/Applied Behaviour Analysis Support Worker Sub-Book

Do's and Don'ts

The EA/ABA SW <i>may</i> :	The EA/ABA SW <i>may not</i> :
<i>Work as part of the collaborative team.</i>	<i>Act independently.</i>
<i>Participate in collaborative team meetings.</i>	<i>Be assigned to attend a collaborative meeting in lieu of the teacher.</i>
<i>Participate in conferences with parents and others, if requested by the teacher.</i>	<i>Communicate directly with parents and others (e.g., Behaviour Consultant) regarding student progress or difficulties.</i>
<i>Enter information in a home-school communication book when directed and signed by the teacher or administrator.</i>	<i>Enter information in a home-school book independently (i.e., the teacher is responsible).</i>
	<i>Be used to carry out tasks usually assigned to other staff members in the building (e.g., clerical).</i>
<i>Be left alone in the classroom, for brief periods of time under the direct/indirect supervision of another teacher when the teacher is unexpectedly called away.</i>	<i>Be used as a substitute for teachers.</i>
<i>Be given specific intervention tasks, under the direction of a teacher.</i>	<i>Be given primary responsibility for student.</i>
<i>Be used to support the differentiated instruction in regular classes, (e.g. class utilizing technology).</i>	<i>Be given primary responsibility for ensuring differentiated instruction.</i>
<i>Inform classroom teacher or support teacher of student learning difficulties and requests for help.</i>	<i>Report learning difficulties and requests for support to anyone except the classroom or support teacher.</i>
<i>Conduct observations and record data.</i>	
	<i>Be responsible for assigning grades or marking assessment (e.g., examinations).</i>
<i>Work with individuals or groups of students without direct supervision.</i>	<i>Present new concepts and skills to students.</i>
<i>Help the teacher in supervising and arranging assemblies and group field trips. Take individual students on school-related errands, to job interviews, for recreation activities or for shopping.</i>	<i>Take responsibility for arranging and supervising field trips, assemblies, or school-related errands.</i>
<i>Assist in setting up learning centers and preparing instructional materials; provide input into the development of Individual Education/Transition Plans.</i>	<i>Develop lesson plans, assignments, Individual Education Plans, Positive Behaviour Support Plans etc.</i>
<i>Work with individual students or groups on language development, as outlined by the speech/language pathologist or teacher.</i>	
	<i>Impose disciplinary consequences without consultation with a teacher or administrator.</i>
<i>Be asked by the administrator to administer medication to a student or assist with medical needs, (e.g. seizure management where appropriate instruction has been provided, insulin).</i>	

(Adapted from: [Roles and Responsibilities of Teachers and Teacher Assistants/Education Assistant: A BCTF/CUPE Joint Paper, 2009](#))

Specific Responsibilities

The following are some specifics of the roles and responsibilities of teachers and teacher assistants (Education Assistants / ABA Support Workers), and some roles and responsibilities that they share.

1. Designing programs and planning and organizing learning experiences for students with special needs

TEACHER	SHARED	EA / ABA SW
<ul style="list-style-type: none"> • Designs instructional program. • Develops IEPs. • Identifies responsibilities of individual members of student specific support teams in terms of participating in the development, implementation, and monitoring of the programs as described in the IEP. 	<ul style="list-style-type: none"> • Discusses learners' strengths and weaknesses and consider best possible areas of program focus. • Attends program planning meetings, based on school and district policies, to assist with developing IEPs and transition plans for children and youth with special needs. 	<ul style="list-style-type: none"> • Shares relevant information about the performance and behaviour of individual learners to support IEP goals, transition, and program design.
<ul style="list-style-type: none"> • Plans learning activities. 	<ul style="list-style-type: none"> • Discusses objectives and goals. • Discusses and clarifies, on a regular basis, the ways in which the teacher assistants can assist the teacher with instructional programs, classroom management, and expectation setting for students. 	<ul style="list-style-type: none"> • Gathers relevant information through working with student or students to provide feedback into the planning process.
<ul style="list-style-type: none"> • Determines appropriate teaching strategies and resource materials in accordance with IEP goals. 	<ul style="list-style-type: none"> • Discusses teaching strategies and resource materials in accordance with IEP goals. 	<ul style="list-style-type: none"> • Creates materials and implement strategies to accommodate individual learner needs/styles.
<ul style="list-style-type: none"> • Identifies the appropriate instructional learning resources. 	<ul style="list-style-type: none"> • Discusses what instructional learning resources are needed to reach IEP goals (e.g., flash cards, social stories, abacus, etc.). 	<ul style="list-style-type: none"> • Assists with the development of instructional learning resources.

<ul style="list-style-type: none"> • Introduces, reviews and reinforces learning activities for concept and skill development. 	<ul style="list-style-type: none"> • Reviews learning resources together to clarify and share experiences and expectations. 	<ul style="list-style-type: none"> • Reviews and reinforces learning activities using lesson plans and learning strategies developed by the teacher/team to help student's master concepts and skills.
<ul style="list-style-type: none"> • Develops school-based learning goals for individuals and groups. 	<ul style="list-style-type: none"> • Plans activities to meet goals. 	<ul style="list-style-type: none"> • Assists students with learning activities and/or independent study projects developed by teacher/team. • Monitors and reports to teacher/team on implementation of the program.
<ul style="list-style-type: none"> • Designs learning and skill development goals for worksites and other community-based settings. 	<ul style="list-style-type: none"> • Plans activities to meet goals. • Shares resources and concerns. 	<ul style="list-style-type: none"> • Supports learning and skill development activities in worksite and community-based settings.
<ul style="list-style-type: none"> • Establishes work plan priorities. 	<ul style="list-style-type: none"> • Reviews plan daily and weekly. • Sets consultative meeting times. 	<ul style="list-style-type: none"> • Follows priority plan. • Keeps teacher up to date on the implementation of the program.
<ul style="list-style-type: none"> • Provides the teacher assistant with the requisite information regarding the classroom management structure, intervention plan, and expectations for students. 	<ul style="list-style-type: none"> • Discusses and clarify classroom management structure, discipline plan, and expectations for students. 	<ul style="list-style-type: none"> • Carries out work within developed structures and plans, being consistent with expectations for students.

2. Implementing programs for students with special needs: Delivery of service.

TEACHER	SHARED	EA / ABA SW
<ul style="list-style-type: none"> Instructs, supervises, and facilitates student learning. 	<ul style="list-style-type: none"> Discusses successful practice with goals in mind (e.g., IEP, behaviour plan, safety plan, etc.). 	<ul style="list-style-type: none"> Facilitates student learning individually and in small groups.
<ul style="list-style-type: none"> Develops individualized, appropriate, behavioural program. 	<ul style="list-style-type: none"> Discusses specific philosophy, techniques, strategies, and appropriate language. 	<ul style="list-style-type: none"> Implements the techniques and strategies as discussed. Documents, monitors, and reports to teacher/team on implementation of the program.
<ul style="list-style-type: none"> Defines the use of specific techniques, strategies, and appropriate language, as required in individual situations. 	<ul style="list-style-type: none"> Discusses specific techniques, strategies, and appropriate language. 	<ul style="list-style-type: none"> Implements specific techniques, strategies, and appropriate language as discussed and/or demonstrated.
<ul style="list-style-type: none"> Seeks assistance of principal to provide a workplace for the EA / ABA SW. 	<ul style="list-style-type: none"> Discusses and identify workplace settings. 	<ul style="list-style-type: none"> Monitors effectiveness of workplace settings and reports to teacher and/or principal.

3. Assessing, evaluating, reporting and recording student progress.

TEACHER	SHARED	EA / ABA SW
<ul style="list-style-type: none"> Ensures assessment and learner profiles are current. 	<ul style="list-style-type: none"> Discusses information. 	<ul style="list-style-type: none"> Carries out functional (informal) assessment activities to assist the teacher in developing learner profiles.
<ul style="list-style-type: none"> Convenes/attends meetings of student specific support team within a teacher's instructional hours and TA's paid work hours. 	<ul style="list-style-type: none"> Discusses information with the entire team. 	<ul style="list-style-type: none"> Attends meetings of student specific support team during paid work hours.
<ul style="list-style-type: none"> Evaluates progress according to goals of IEP. 	<ul style="list-style-type: none"> Exchanges and discuss information. 	<ul style="list-style-type: none"> Observes and documents learner strengths, achievements, and needs through daily learning activities. Assists in the collection of data for the purpose of evaluating student progress.
<ul style="list-style-type: none"> Reports to parents (a) informal, ongoing, and (b) formal, written reports. 	<ul style="list-style-type: none"> Discusses relevant confidential information. 	<ul style="list-style-type: none"> May provide information to teacher for home/ school formal/informal communications.
<ul style="list-style-type: none"> Maintains required school, school district, and provincial records. 	<ul style="list-style-type: none"> Clarifies data requirements. 	<ul style="list-style-type: none"> Assists in maintaining learner records required by school, school district, or provincial policy.

4. Developing supportive environments: For learners, their families, school and district staffs.

TEACHER	SHARED	EA / ABA SW
<ul style="list-style-type: none"> Documents and shares workplace concerns. 	<ul style="list-style-type: none"> Discusses concerns to facilitate early problem solving through informal and regularly scheduled meetings during the workday. 	<ul style="list-style-type: none"> Documents and shares workplace concerns.
<ul style="list-style-type: none"> Remains current in school, district, and provincial policies and procedures. Reviews and monitors that policies are being implemented. Shares information. 	<ul style="list-style-type: none"> Follows guidelines established by the school/district to protect the safety and well- being of children, youth, and staff. 	<ul style="list-style-type: none"> Remains current in school, district, and provincial policies and procedures. Reviews and monitors that policies are being implemented.
<ul style="list-style-type: none"> Shares relevant student-related information on behaviour, social, emotional, and physical health subject to privacy regulations Requests that appropriate health or other training is provided to support staff. 	<ul style="list-style-type: none"> Maintains confidentiality. Supports occupational and physiotherapists, speech-language pathologists, vision and hearing-impaired specialists, and nurses in the delivery of required services. Follows established protocol and collective agreements regarding administration of medicine and/or medical procedures. 	<ul style="list-style-type: none"> Carries out personal and health care routines as directed. Carries out specific procedures only if appropriate training has been provided. Follows all established reporting procedures.



MAINTAINING PERSONAL SPACE WHEN WORKING WITH STUDENTS

PURPOSE:

This Safe Work Procedure addresses safety issues for:

- School District employees; and the
 - Students with whom they work
- by encouraging both parties to respect the others' personal space.

CONTEXT:

It is important that employees know how to foster positive relationships and set limits with students in ways that do not compromise their own and their student's safety. The establishment of positive relationships is based on the following premises:

- a. Being respectful of someone's personal space is a social skill;
- b. An important part of teaching safety to children is about respecting personal boundaries. Individuals who present a risk to children usually begin by breaking down boundaries. The establishment and maintenance of a child or youth's boundaries is about learning to protect and take care of themselves (ref: *Spotlight on Safety – Together for the safety of our children*);
- c. The concept of personal space may be more challenging for some students than others;
- d. Some students are unable to communicate discomfort when personal space is invaded, while other students are unsure of how to react;
- e. The invasion of a child or youth's personal space may cause emotional distress;
- f. When employees are in close physical contact with students (e.g., hand holding, using physical restraint), they place themselves at risk of personal injury.

PROCEDURES:

1. Managing Personal Space

Physical contact including restraint is only appropriate when outlined in a student's Individual Education Plan or Employee Safety Plan and when it is done by individuals who have received training from an approved Non Violence Crisis Intervention instructor.

Physical contact including restraint may occur when the provision of physical assistance is essential to a student's:

- a) *Daily living needs* (e.g., a student who has mobility issues may require assistance with standing, may requires lifting etc.) as outlined in his or her Individual Education Plan;
- b) *Personal care needs* (e.g., toileting) as outlined in his or her Individual Education Plan;

- c) *Sensory needs* (e.g., through the use of deep touch pressure) as outlined in his or her Individual Education Plan;
- d) *Safety needs* (e.g., verbally redirecting a student who regularly attempts to climb on a playground apparatus that he or she may fall from), as outlined in his or her Individual Education Plan.

Physical contact is also appropriate when:

- a) By way of his or her actions, a student is believed to be at *risk of harming him or herself or another* (e.g., a student attempts to run in front of traffic);
- b) Providing assistance or support to students who have hurt themselves (e.g., through the provision of First Aid treatment);
- c) It consists of non-intrusive, physical prompts (e.g., pat on the upper arm, shaking hands, arm across shoulder while standing shoulder to shoulder and hip to hip).

II. Best Practices When Working with School-Aged Children

- a) Touch should occur only with a student's permission. Do not presume that physical contact is acceptable.
- b) The reasons for touch should be explained and clarified beforehand.
- c) Touch needs to be governed by the student's age, ability and developmental level *and should not involve hand holding, hugging, sitting on a lap, cuddling, or standing closer than an arm's length.*
- d) The use of verbal direction is preferable to the use of touch.
- e) In some circumstances, young children may have expectations for hugs, cuddles, sitting on lap and hand-holding. In such situations, staff members will need to be sensitive and assist the student in developing a replacement behaviour.

Sample Education Assistant/Applied Behaviour Analysis Support Worker Sub-Book

Every school office should have an up-to-date Education Assistant/Applied Behaviour Analysis Support Worker (EA/ABA SW) Sub-Book available for each student who has an EA/ABA SW assigned to work with them. Blank EA/ABA SW Sub Books for both Elementary and High School are available to print from the Surrey Schools website:

<https://www.surreyschools.ca/departments/EDSC/Documents/SPECIAL%20EDUCATION%20GENERAL%20Information/SD36%20INCLUSION%20GUIDEBOOKS,%20HANDBOOKS/EA%20ABA%20SW%20SUB-BOOK.pdf>

The following sample images are pages from an EA/ABA SW Sub-Book.

