



South Slave Divisional Education Council

IDENTIFICATION

| Department | Position Title | |
|--|------------------------------|-----------------|
| South Slave Divisional Education Council | Integrated Therapy Assistant | |
| Position Number | Community | Division/Region |
| 99-17708 | Hay River | South Slave |

PURPOSE OF THE POSITION

The Integrated Therapy Assistant is responsible for the delivery of direct behavioral, academic and therapy services to support the identified needs of Indigenous children, and provides one to one support in a collaborative, multidisciplinary approach. This position ensures continuity of care by carrying out daily interventions, supporting student engagement and regulation, and documenting student progress for ongoing team review.

SCOPE

Located in Hay River, the Integrated Therapy Assistant reports to the school Principal and works collaboratively within a multidisciplinary school-based therapy team—including an Occupational Therapist (OT), Speech-Language Pathologist (SLP), Physiotherapist (PT), and Behaviour Consultant (BC). This role is responsible for implementing individualized therapy and care plans for students with complex needs, particularly when therapy professionals are not available.

The Integrated Therapy Assistant plays a significant role in supporting children with complex developmental and medical needs at school. This one to one support is crucial to the student's social, behavioral, academic, medical and life skills development.

The Integrated Therapy Assistant will support the child to prevent accidents and injury, respond immediately to behavioural and medical emergencies, and assist the child navigate situations that may be overwhelming or dangerous. This support reduces risk to academic,

language, physical, developmental delays as well as safety concerns. The Integrated Therapy Assistant will work directly with the child by continuing therapy services and education goals identified by the school and therapy team.

This position is based primarily in the school and works on a school calendar. As part of an interdisciplinary team approach the Integrated Therapy Assistant will be a member of the school staff who provides integrated services to identified Indigenous children with complex developmental and/or medical needs under the guidance of school and therapy professionals.

Students with behavioral or social/emotional disorders require monitoring and may require restraint or physical intervention to ensure the safety of the student and others; there may be times when the Integrated Therapy Assistant will be required to intervene in physical confrontations between students. The incumbent may be required to lift or adjust student equipment, or implement mobility/transfer supports as trained. Some students with diagnosed needs may exhibit loud or offensive behaviour or have traits that require the incumbent to develop a tolerance for.

Providing these services in an adequate manner will have a direct impact on students and their families, and it will ensure the inclusion of these students in the education system and gaining the skills required to be successful in life. It will also have a direct impact on the ability of the classroom teacher to maintain order in the classroom as many children with diverse and complex needs may become frustrated and demonstrate inappropriate or disruptive behaviors in the classroom without additional assistance. Providing these services will also have a direct impact on other students within the classroom who may not otherwise receive the required level of attention from the classroom teacher or another adult in the room.

RESPONSIBILITIES

The specific duties of the Integrated Therapy Assistant will be determined by the Principal, Vice-Principal, Program Support Teacher and/or Classroom Teacher(s) based on the needs of students. In general, these duties will include, but may not be limited to, the following:

1. Deliver individualized and developmentally appropriate learning programs and activities developed by the Multidisciplinary School Based Therapy Team (MSBTT) based on students' needs in order to ensure Indigenous students have an opportunity for a successful learning experience.

- Provide assistance to identified Indigenous students to ensure the highest possible degree of inclusion within the educational and social programs of school.
- Provide appropriate learning activities to the individual Indigenous student.
- Promote growth, independence and safety of the assigned Indigenous student.
- Administer appropriate therapy services under the guidance of professionals that may include but are not limited to Occupational Therapists, Speech Language Pathologists, Behavioral Consultants and Physiotherapists.
- Operate equipment such as computers and media equipment when necessary for documentation and training.
- Keep daily records and logs of student progress and observations.

- Maintain prosthetic devices or aids such as wheelchairs, hearing devices and advise when repairs are required.
- Assist identified Indigenous students to participate in teacher planned activities.
- Assist the teacher in delivering specialized or modified programs and IEPs under supervision of the teacher and the Multidisciplinary School Based Therapy Team.
- Follow Program Support and classroom teacher manuals and instructions.
- Reinforce language, literacy and numeracy skills if part of the student's program plan.
- Communicate student progress and challenges to the teacher and the MSBTT.
- Consult with and assist with observing and documenting the student's progress and behaviour using methods communicated to you by the teacher, the MSBTT and the PST.
- Provide assistance to the Indigenous student based on individualized needs including assisting with transportation, orientation/mobility training, wheelchair access, physical challenges, etc. and follow activities and exercises recommended by rehabilitation team (e.g. toileting, feeding, etc.), behaviour management, travel and/or mobility assistance and administering of medical procedures as appropriately trained.
- Use alternative communications strategies where appropriate and recommended by the Speech and Language Pathologist from the MSBTT.
- Perform general classroom duties as assigned by the classroom teacher that facilitates further inclusion of the identified Indigenous student.
- Reinforce classroom instruction with the identified Indigenous student.
- Lead small group activities as directed to support the inclusion and development of the identified Indigenous student.
- Assist in evaluating the Indigenous student's understanding of directions, concepts and/or progress.
- As outlined in the Program Plan, encourage and support the Indigenous student to develop independent skills in working, thinking and communicating.
- Administer appropriate assessments as directed by the MSBTT.
- Prepare activities and resources based on the student's Program Plan following the direction of the classroom teacher and the MSBTT.

2. Assist with preparing specialized learning activities as outlined in the Program Plan for the identified Indigenous student.

- Consult with the classroom teacher and the MSBTT on student needs (i.e. medical condition, disability, learning delay, student at risk, etc.).
- Conduct research into areas of disability, learning delay, risk, etc.
- Consult with the therapy team, Program Support Teacher and classroom teacher on lesson plans and appropriate learning activities.
- Plan regularly with the classroom teacher and/or other designated supervisors such as the PST and therapy team.
- When requested, attend meetings of the MSBTT to assist with program development.

3. Work closely with school staff and the therapy team to independently provide services to the identified Indigenous student.

- Follow the directions of MSBTT therapists both in person and virtually.
- Regularly check in with the PST and therapy team on student goals and progress.

- Assist in the implementation of rehabilitation treatment plans by providing direct care and therapy to the student under the direction of the therapist.
 - Implement new and ongoing therapy techniques modelled by specialists as outlined in the Student Program Plan.
 - Deliver daily interventions as outlined in the Student Program Plan as developed by the OT, SLP, PT, and BC or other professionals from the MSBTT.
 - Support students in developing functional, communication, motor, sensory-regulation, behavioural, and social-emotional skills.
 - Facilitate activities and learning opportunities that reflect therapeutic goals.
 - Use recommended tools, strategies, and assistive equipment safely and effectively.
 - Maintain regular communication with therapy team members to report observations, concerns, and successes.
 - Participate in team check-ins, case discussions, and training sessions as required.
 - Work collaboratively with teachers and educational assistants to support a cohesive approach to student programming.
 - Collect data and document student progress according to established guidelines.
 - Record observations related to student participation, skill development, and response to interventions.
 - Provide timely updates and documentation to the therapy team to support ongoing assessment and plan adjustments.
- 4. Support Indigenous children with exceptionalities through the implementation of occupational, speech and language, behavior and physical therapy treatment plans.**
- Assist and implement care plans directed by and under the supervision of the school and therapy team.
 - Greet, transport, and support children during their time at school including onsite therapy sessions.
 - Provide consistent, supportive, and responsive engagement to students with complex physical, developmental, behavioural, or communication needs.
 - Monitor students throughout the school day, ensuring safety, emotional well-being, and adherence to individualized plans.
- 5. Consult with teachers, administrators, Program Support Teachers and the therapists of the MSBTT about the Indigenous student's progress, achievements and limitations to ensure that all are kept informed of the student's success and challenges during the school day.**
- Monitor and report student progress.
 - Maintain a record of student achievements and challenges.
 - Prepare anecdotal reports for the classroom teacher and therapy team on student achievements and limitations as requested for use in report cards or student program planning.
 - Prepare reports for the classroom teachers and therapy team on student behavior and behavioral problems as required.
 - Participate in Parent/Student/Teacher conferences when requested.

- Use established communication systems to share information and to access professional development/training opportunities or resources.
- Maintain confidentiality in all communication.
- Support the inclusion policy of the school by participating in supervisory and extra-curricular activities in order to provide opportunities for all students to become active in cultural, sport and other activities and events.
- Supervise students in the school, on the school ground and in other locations as scheduled by the administration.
- Supervise students getting on or off the buses as scheduled.
- Promote and model inclusionary practices on the playground, in the school community and while participating in extra-curricular and school activities.
- Monitor students on field trips and during extra-curricular activities.
- Participate in staff meetings.
- Take advantage of personal skills that could benefit students through participation in extra-curricular activities.
- Work closely with the MSBTT to plan for inclusion of the identified Indigenous student in various activities that may require modifications or accommodations for the student to participate at their developmental level and to be successful.

6. Participate in on-site training required to successfully meet job requirements and to provide 1:1 support for Indigenous students with exceptionalities.

- Participate in training sessions provided by school and therapy professionals.
- Observe and follow directions of therapists in person and virtually when available.
- Hands-on coaching from the OT on sensory-regulation strategies, fine-motor supports, and use of adaptive equipment.
- In-person modelling by the SLP for communication strategies such as AAC use, visual supports, and facilitated communication techniques.
- Direct instruction from the PT on mobility supports, safe transfer techniques, and positioning plans.
- Behaviour strategy sessions with the BC focused on proactive support, data collection, and crisis prevention/intervention.
- Observing therapy sessions to understand intervention methods and expectations.
- Attend and complete online workshops or webinars hosted by the therapy team (e.g., communication development, sensory processing, movement-based supports).
- Attend virtual coaching sessions where therapists review recorded sessions or provide feedback on implementation.
- Complete digital modules with step-by-step training on behaviour support tools, communication systems, or therapeutic activities.
- Participate in virtual team meetings to review student progress, discuss strategies, and adjust care plans.
- Access shared digital resources, video demonstrations, and therapy team guides.

7. Perform other related activities /duties as required during working hours.

- Attend school wide special events as appropriate.
- Perform assigned responsibilities during emergency drills and evacuations.

- As a member of the school community, report on the condition of all equipment, infrastructure and resources to appropriate staff.
- As a member of the school community, assist with ensuring the safety of all students in the school.
- Assist the teacher with classroom discipline according to guidelines developed in cooperation with the teacher.
- Participate in school professional development and activity days.
- Seek out and share with administration opportunities for professional development that may be offered by agencies or online.
- Participate in on-site and virtual training provided by the therapy team or other members of the MSBTT.

WORKING CONDITIONS

Physical Demands

Work activities requiring physical demands include:

- Standing in classrooms or beside the assigned Indigenous student for 60-70% of the school day.
- Physically lifting the assigned Indigenous student in various contexts throughout the school day. This may include to and from wheelchairs, task chairs, changing tables etc.
- Physically lifting equipment required for programming and/or mobility of the assigned Indigenous student. This may include wheelchairs, physical therapy equipment etc.
- Assisting the assigned Indigenous student with dressing and undressing as needed. This includes re-dressing following changing or dressing and undressing when entering or leaving the school. Depending on student need, this may also include physically supporting the child as they dress or undress.
- Should the student require diaper changing, the incumbent may need to physically support the student, and will be required to safely and respectfully complete this personal care task.
- Preparing the student for outdoor recess and spending up to 30 minutes each day actively attending the assigned Indigenous student on the playground.

Environmental Conditions

No unusual conditions.

Sensory Demands

The classroom environment can be noisy and stressful. Continual listening and observing body language and student behaviours are required when ensuring their safety, monitoring their progress, and when assisting with instruction and providing support and encouragement to students diagnosed with special needs and/or who require additional attention.

Mental Demands

The incumbent will be exposed to inappropriate behaviors such as abusive language, inappropriate physical behaviour or personal habits that are recognized as not suitable for a public environment. The incumbent will be exposed to unpleasant / challenging situations.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of, and/or the ability to acquire knowledge of child development; formal and informal learning strategies; and inclusive school philosophies.
- Knowledge of and/or the ability to acquire knowledge of disabilities and other challenges faced by students, as well as the effects of living with a disability or challenge.
- Knowledge of and/or the ability to acquire knowledge of community resources and services.
- Knowledge of and/or the ability to acquire and apply knowledge of developmental disorders, sensory needs, communication supports, and behaviour support strategies.
- Ability to acquire an applicable understanding of teaching, instruction and classroom management techniques.
- Ability to read and comprehend materials including reading and mathematics textbooks and to provide instruction in core academic subjects (reading, writing, mathematics) to students in a wide range of grade levels.
- Ability to acquire knowledge of the goals, objectives and operations of the school and District Education Authority (DEA) as well as the local people and culture.
- Ability to read and understand instructions, IEPs, meeting minutes, and communications.
- Interpersonal skills as well as verbal and listening communication skills
- Planning, organization, time management skills and the ability to work independently.
- Written communication skills including the ability to write and maintain accurate student records.
- Conflict management and resolution skills.
- Computer skills including word-processing, email and internet applications.
- Ability to work in a multi-cultural setting with young people, staff and parents.
- Ability to work with children with exceptionalities which may include cerebral palsy, Autism and other intellectual and physical disabilities.
- Ability to become familiar with therapy techniques and strategies that are grounded in evidence-based practice.
- Ability to work with children or youth with complex needs in educational, therapeutic, or community settings.
- Ability to follow detailed care plans with consistency and accuracy.
- Teamwork, flexibility, and problem-solving abilities.
- Ability to keep one's emotions under control and able to apply special techniques or plan activities ahead of time to manage emotions or stress.
- Ability to maintain confidentiality and adhere to ethical guidelines.
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.

Typically, the above qualifications would be attained by:

The completion of Grade 12 and two (2) years of relevant experience in a health care or educational environment.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

Position Security

- ☐ No criminal records check required
- ☐ Position of Trust – criminal records check required
- ☒ Highly sensitive position – requires verification of identity and a criminal records check

French language (check one if applicable)

- ☐ French required (must identify required level below)
 - Level required for this Designated Position is:
 - ORAL EXPRESSION AND COMPREHENSION
 - Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐
 - READING COMPREHENSION:
 - Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐
 - WRITING SKILLS:
 - Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐
- ☐ French preferred

Indigenous language: Indigenous Language - Not Specified

- ☐ Required
- ☐ Preferred