



5. Collect data across settings and domains under the supervision of the special educator, related service providers, classroom teacher, and/or BCBA in order to inform them of the progress and challenges experienced by assigned students in addressing their IEP goals.
6. As appropriate, provide coverage for special education staff and general education classroom teachers.
7. Participate in in-service trainings and meetings, as well as, training programs specific to students being served.
8. Reinforce learning of materials or skills introduced by classroom teachers or special education staff.
9. Work in conjunction with classroom teacher to support the learning experiences in the classroom, focusing first on the identified students with IEPs and then for the broader group of students. The goal is to be actively engaged in the learning environment, providing support for all learners.
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