



Indicate the Teacher's Assistant job classification(s) for which you are interested in applying, by placing a check [ ✓ ] in the appropriate box.

TEACHER'S ASSISTANT – CORRECTIONAL

TEACHER'S ASSISTANT – DEVELOPMENTAL

TEACHER'S ASSISTANT – PSYCHIATRIC

Indicate your willingness or unwillingness to perform the various tasks described by placing a check [ ✓ ] in the appropriate box.

- |   | Yes | No |
|---|-----|----|
| 1. Are you willing to work in a Correctional setting with adult/juvenile offenders?   |     |    |
| 2. Are you willing to work with clients who are mentally challenged or mentally deficient?  |     |    |
| 3. Are you willing to work in academic and counseling settings with psychologically and emotionally distributed children or youth?  |     |    |
| 4. Are you willing to provide close supervision over clients in a classroom setting and during meals?   |     |    |
| 5. Are you willing to receive verbal and physical abuse from clients without showing any negative emotional reaction?   |     |    |
| 6. Are you willing to assist invalid clients and protect them from physical harm or injury?   |     |    |
| 7. Are you willing to physically restrain clients who are exhibiting disruptive behavior?   |     |    |
| 8. Are you willing to instruct clients in basic math, science, English, or social studies?  |     |    |
| 9. Are you willing to plan and supervise social outings involving emotionally disturbed clients?  |     |    |
| 10. Are you willing to work with and abide by the decisions of a treatment team of community health professional and mental health practitioners in the treatment of clients? |     |    |
| 11. Are you willing to provide clients with assistance for such daily survival needs as feeding, toilet training and general hygiene?   |     |    |

**SECTION 2: QUALIFYING JOB EXPERIENCE**

In the space below, record your employment history exactly as you listed the information on your original state application. i.e., Job A should reflect your present or most recent job.

	Employed		Average # Hours Worked
	From MO / YR	To MO / YR	
Job A: _____	____/____	____/____	_____
Job B: _____	____/____	____/____	_____
Job C: _____	____/____	____/____	_____
Job D: _____	____/____	____/____	_____
Job E: _____	____/____	____/____	_____
Job F: _____	____/____	____/____	_____
Job G: _____	____/____	____/____	_____
Job H: _____	____/____	____/____	_____

Completion of the above information is extremely important, as you will be asked to constantly refer to job letters (A-H) when completing the remainder of the application form.

Indicate the type of clients with which you have previously worked by placing a check [ ✓ ] in the appropriate block(s) below:

	Normal	Physically Challenged	Criminal Offenders	Emotionally Disturbed	Mentally Challenged
12. Preschool Ages 3 -5					
13. School Age 6-13					
14. Adolescents 14-22					
15. Adults 23+					

To complete this portion of the supplemental application, answer the lead questions (lead questions are bolded and capitalized) in each block and follow the directions provided:

**YES NO**

**HAVE YOU EVER INSTRUCTED OR ASSISTED A TEACHER IN THE INSTRUCTION OF CLIENTS IN CLASSROOM SETTINGS?**

If you answered [NO] to the lead question, skip questions 16-23. If you answered [YES] to the lead question, indicate your performance of each task by placing a check [√] on the lines under the headings YES or NO. For each task, checked [YES], place the number 1, 2, or 3 (see definitions below) in the appropriate job block(s).

- 1. = Rarely Performed Task (A few times a year or less.)
- 2. = Occasionally Performed Task (At least once or twice or twice a month.)
- 3. = Frequently Performed Task (At least once or twice a week)

<b>EXAMPLE</b>	<b>YES</b>	<b>NO</b>	<b>Job A</b>	<b>Job B</b>	<b>Job C</b>	<b>Job D</b>	<b>Job E</b>	<b>Job F</b>	<b>Job G</b>	<b>Job H</b>	<b>Job I</b>	<b>Job J</b>
16. Developed lesson plans for academic/vocational subjects	[√]	[ ]	[2]	[3]	[ ]	[ ]	[ ]	[3]	[ ]	[2]	[ ]	[ ]

TASKS	PERFORMED		WHERE									
	YES	NO	Job A	Job B	Job C	Job D	Job E	Job F	Job G	Job J		
16. Developed lesson plans for academic/vocational subjects												
17. Instructs clients in language arts (reading, spelling, English)												
18. Instructs clients in independent life skills												
19. Instructs clients in social studies												
20. Instructs clients in physical education												
21. Instructs clients in independent life skills												
22. Instructs clients in creative arts (arts & crafts)												
23. Instructs clients in other (Please indicate subjects):												

HAVE YOU EVER WORKED WITH CLIENTS WHO HAD BEHAVIORAL/DISCIPLINARY PROBLEMS?

YES NO

If you answered [NO] to the lead questions, skip questions 24-30. If you answered [YES] to the lead question, indicate your performance of each task by placing a [ √ ] on the line under the heading YES or NO. For each task checked [YES], place the number, 1, 2, or 3. (see definitions below) in the appropriate task (At least once or twice a year. )

- 1. = Rarely Performed Task (A few times a year or less.)
- 2. = Occasionally Performed Task (At least once or twice or twice a month.)
- 3. = Frequently Performed Task (At least once or twice a week)

TASKS	PERFORMED		WHERE							
	YES	NO	Job	Job	Job	Job	Job	Job	Job	Job
			A	B	C	D	E	F	G	J
24. Set up behavioral treatment goals/objectives										
25. Checked clients behavior against goal plan										
26. Kept a log of client activity including progress notes										
27. Prepare narrative reports of client's progress										
28. Used narrative reports of client's progress										
29. Uses role playing as a counseling technique										
30. Conducted group/individual with counseling										

HAVE YOU EVER PROVIDED LIFE HABIT TRAINING OR INSTRUCTION FOR CLIENTS?

YES NO

If you answered [NO] to the lead questions, skip questions 31-35. If you answered [YES] to the lead question, indicate your performance of each task by placing a [✓] on the line under the heading YES or NO. For each task checked [YES], place the number 1, 2, or 3. (see definitions below) in the appropriate Task (At least once or twice a year.)

- 1. = Rarely Performed Task (A few times a year or less.)
- 2. = Occasionally Performed Task (At least once or twice or twice a month.)
- 3. = Frequently Performed Task (At least once or twice a week)

TASKS	PERFORMED		WHERE									
	YES	NO	Job	Job	Job	Job	Job	Job	Job	Job		
			A	B	C	D	E	F	G	J		
31. General health care/proper life habits												
32. Personal hygiene												
33. Bathing/washing												
34. Brushing teeth												
35. Toilet Training												

Indicate your performance of each task below by placing a check (√) in the appropriate block.  
 For each task checked [YES], place the number, 1, 2, or 3 (see definitions below) in the appropriate Task (At least once or twice a year)

- 1. = Rarely Performed Task (A few times a year or less.)
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- 3. = Frequently Performed Task (At least once or twice a week)

HAVE YOU EVER:	PERFORMED		WHERE							
	YES	NO	Job A	Job B	Job C	Job D	Job E	Job F	Job G	Job J
	36. Worked as a member of a treatment team for emotionally mentally disturbed client?									
37. Provide care for severely physically challenged clients?										
38. Participated in a formal behavior modifications program to change the behavior of clients?										
39. Identified mental or emotional deficiencies of clients through administration of tests or direct observation of clients?										

### SECTION 3: EDUCATIONAL PREPARATION

The last sections, items 40-56, contain descriptions of relevant post-secondary courses and/or CEU workshops. Indicate courses or workshops for which you have received training by placing a check [  ] in the areas beside the appropriate description. Each post-secondary course or CEU workshop you have completed can apply to only the descriptions listed below, **DO NOT CHECK MORE THAN ONE BOX FOR EACH COUSE/WORKSHOP FOR WHICH YOU HAVE RECEIVED TRAINING.**

40. **Introductory Psychology** – A survey course covering a variety of topics within the field of psychology.
41. **Introduction to Mental Health** – A course which studies the various forms and classifications of mental illness – its causes, preventions, and control.
42. **Abnormal Psychology** – A course which describes the definitions, history causes and processes of abnormal (maladaptive; patterns of behavior.)
43. **Educating the Physically and Mentally Handicapped Child in the Classroom** – A course which surveys teaching methods and the development of educational programs for children or youth who are physically and mentally challenged.
44. **Characteristics and Needs of the Educationally Handicapped** – A course which studies the characteristics And needs of the mentally challenged, learning disabled, emotionally disturbed, and socially maladjusted.
45. **Language and Communications** – A course which describes normal language development, speech and language skills for children and youth.
46. **Development Psychology** – A course which describes the physical psychological and social growth processes for children and youth.
47. **Counseling Psychology** – A course which describes listening techniques, methods of counseling (directive, nondirective), and the use and interpretation of psychological tests for personal, social, emotional, or behavioral adjustment problems of children or youth.
48. **Educational Psychology** – A course which describes learning theory, instructional methods, and the development of education of educational programs for children or youth.
49. **Occupational Theory** – A course which stresses use of rehabilitation equipment, preparation of objects from raw materials, use of art media, and other techniques to develop the capabilities of the handicapped student.
50. **Educational Intervention to Promote Child Development** – A course which examines the effects of day care centers and other educational interventions on the child's natural growth and development in society.

- 51. **Educational Procedures for the Sensory Handicapped** – A course which describes the informal assessment of developmental problems, construction of individualized curricula, and preparation of specialized instructional materials for learners with disabilities.
  
- 52. **Physical Education, Health, and Recreation** – A course which surveys physical activities and the maintenance of physical fitness for children and youth.
- 53. **First Aid and Safety** – A course in methods and techniques leading to certification in Red Cross standard first aid and personal safety.
  
- 54. **Physical Education, Health, and Recreation for the Physically Challenged** – A course which surveys physical activities for children and you with disabilities.
  
- 55. **Drugs and Behavior** – A course on crisis management techniques, behavior modification, or parent effectiveness training.

Please check to see that all information is complete, then read the paragraph below and sign the application.

I certify that the information given in this application is correct and complete to the best of my knowledge. I am aware that should investigation show any falsification, I will not be considered for employment or, if employed, I will be dismissed and disqualified from future examinations. I hereby authorize the State of Tennessee to make all necessary investigations concerning me or my actions and to receive and make available to all state agencies my academic records or other materials pertinent to my qualifications. I further authorize and request each former employer, educational institution, or organization (including law enforcement agencies) to provide all information that may be sought in connection with this application.

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

Return this completed supplemental application to:

**State of Tennessee  
 Department of Human Resources  
 Applicant Services Division  
 Second Floor, James K. Polk Bldg  
 505 Deaderick Street  
 Nashville, Tennessee 37243-0635**