

INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (NON-SEVERE)

OVERALL JOB PURPOSE STATEMENT

Under the direction of an assigned supervisor or certificated teacher, the Instructional Assistant - Special Education (Non-Severe) assists a certificated teacher in providing instruction to individual or small groups of students in a special education learning environment, assists in the implementation of a student's behavior modification plan, monitors and reports student progress regarding behavior and performance, and performs a variety of other instructional support duties as assigned.

DISTINGUISHING CHARACTERISTICS

This job is distinguished from other Instructional Assistant jobs by the following characteristics:

The Instructional Assistant - Special Education (Non-Severe) is assigned to assist in providing instruction to students (1-on-1 or in groups) with learning disabilities and who require a special education learning environment for a portion, or for all of, the students' educational program. Positions in this class work with students having a variety of special education needs including disruptive behavioral problems that require an environment structured to control the behavior. Assignments may be to a classroom generally, or may be dedicated to a specific student.

The classification of Instructional Assistant - Special Education (Severe) is assigned to assist teachers in providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition as identified in their Individualized Education Plan (IEP). These students frequently require assistance with basic bodily and physical functions such as toileting, diapering, suctioning of mouth and nose, tube feeding, and mobility/positioning.

The classification of Instructional Assistant - Special Education (Behavior Intervention) is responsible for providing academic support to students with significant aggressive and/or other behavioral difficulties.

Incumbents in all Instructional Assistant assignments may provide clerical support in the classroom as directed; however, the primary purpose of the assignment is to provide direct support to students.

ESSENTIAL FUNCTIONS

- Assists teachers in specialized and/or general education classroom in preparation and presentation of a wide variety of instructional materials to provide instruction in accordance with established curriculum and designated IEP.
- Accompanies students as assigned between locations to assist students in their scheduled activities.
- Confers with teachers regarding assigned students' progress to provide input used in evaluating students' progress and/or needs.
- Monitors students' performance, under the guidance of assigned classroom teacher, to provide feedback to students, teachers and/or others involved in the provision of services in accordance with an IEP.
- Recognizes triggers that stimulate unsafe and highly disruptive behaviors in students to apply the early intervention strategies and prescribed behavior modification techniques to de-escalate the unsafe student behavior.
- Assists, under the direction of the classroom teacher, in the consistent application of the prescribed behavior intervention strategies and techniques to redirect the identified pattern of the student's unsafe and recurring inappropriate behaviors.

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- Visits general education classrooms that successful students have earned the right to attend to monitor and report to the case manager students' academic progress and adherence to appropriate classroom behaviors.
- Informs the teacher orally or in writing concerning observations, student academic performance and school activities to provide a record for future reference and/or comply with established regulatory requirements.
- Assists in implementing and monitoring instruction of Special Education students within special education and/or regular classroom, individually and in small groups, to improve learning skills, self-care, and/or social development.
- Guides students within the special education program in appropriately dealing with personal interactions and/or specific student issues to develop their interpersonal skills and successful problem solving strategies.
- Maintains various classroom records, files, supplies, and work aids to ensure the necessary materials are available when required.
- Performs other instructional support and record keeping activities (e.g., , copying materials, posting information, routing copies of reports, writing down observations on students' activities and progress, etc.) to support teachers.
- Obtains general education homework assignments for students at different academic levels to address classroom requirements.
- Understands the goals of the IEP for the students with whom the incumbent works to appropriately assist the students to achieve their goals.
- Performs other job-related duties as assigned.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Child guidance principles and practices, especially as they relate to students with learning disabilities
- Basic subjects taught in the District schools, including arithmetic (e.g. algebra, geometry), grammar, spelling, language and reading
- Instructional materials and techniques used in Special Education
- Safe practices in classroom and other activities
- Basic first aid and cardiopulmonary resuscitation (CPR)
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Reading and writing communication skills
- Record keeping techniques
- Current, up-to-date office practices and procedures

ABILITY TO:

- Schedule activities
- Gather and collate data
- Prepare and maintain accurate records

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- Prepare documents following prescribed formats
- Use basic, job-related equipment including pertinent software applications
- Work with others in a wide variety of circumstances
- Work under limited supervision using standardized practices and/or methods
- Analyze data utilizing defined but different processes
- Work with a significant diversity of individuals and groups
- Work with a variety of data
- Present information to others
- Problem solve by following prescribed guidelines to identify issues and select action plans
- Learn the methods, procedures, functions and limitations of assigned duties
- Supervise and discipline students according to approved policies and procedures
- Lead, guide, and coordinate students
- Make arithmetic calculations quickly and accurately
- Understand and follow oral and written directions
- Communicate effectively orally and in writing with children and adults
- Establish emotional support and a friendly attitude toward students
- Read, interpret and follow rules, regulations, policies and procedures
- Adhere to safety practices including safely handling hazardous materials
- Establish-and maintain effective working relationships with others
- Maintain confidentiality
- Understand the exceptional needs of special education students

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions require the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Never = 0%

Seldom = 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom	reach above shoulder; climbing, balancing; with assistance and devices provided, lift students weighing more than 100 lbs. at waist height up to a distance of 5 feet
Occasionally	fingering/fine manipulation, power/firm grasping, sitting/standing, twisting back, reach at, above, or below shoulder, pushing/pulling including students in wheelchairs, lifting up to 25 lbs. at waist height up to a distance of 30 feet
Occasionally/Frequently	stooping/bending, squatting/crouching, kneeling, crawling
Frequently	lifting up to 10 lbs. at waist height up to a distance of 30 feet, handling, simple grasping
Frequently/Continuously	reach below shoulder height

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Generally, the job requires 34% sitting, 33% walking and 33% standing.

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear alarms, respond to student needs and emergencies. Vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, bolting away, and/or abusive language. There is also potential for exposure to bodily fluids and biohazardous materials.

EXPERIENCE

Six months of job-related experience working with children is required. Experience may be paid or volunteer.

EDUCATION

Targeted job-related education that meets the organization's prerequisite requirements, including any education provisions mandated by the State or federal government.

REQUIRED TESTING

Pre-employment testing and assessment to demonstrate minimum qualifications required for the position.

CERTIFICATES

Valid First Aid and CPR Certificate issued by the American Red Cross.

CONTINUING EDUCATION/TRAINING

Blood Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention (CPI).

CLEARANCES

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.