

INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (non-severely handicapped)

OVERALL JOB PURPOSE STATEMENT

Under the direction of an assigned supervisor or certificated teacher, the job of Instructional Assistant—Special Education (non-severely handicapped) is done for the purposes of assisting a certificated teacher in providing instruction to individual or small groups of students in a special education learning environment; assisting in the implementation of a student's behavior modification plan; monitoring and reporting student progress regarding behavior and performance; and performing a variety of other instructional support duties as assigned.

DISTINGUISHING CHARACTERISTICS

This job is distinguished from similar jobs by the following characteristics: The Instructional Assistant-Special Education (non-severely handicapped) 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

ESSENTIAL FUNCTIONS

- Assists teachers in specialized and/or general education classroom in preparation and presentation of a wide variety of instructional materials for the purpose of providing instruction in accordance with established curriculum and IEP's.
- Confers with teachers regarding assigned students' progress for the purpose of providing input used in evaluating students' progress and/or needs.
- Monitors under the guidance of assigned classroom teacher, students' performance for the purpose of providing feedback to students, teachers and/or others involved in the provision of services in accordance with Individualized Education Plans (IEP).
- Recognizes triggers that stimulate unsafe and highly disruptive behaviors in students for the purpose of applying 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 for the purpose of redirecting the identified pattern of the student's unsafe and recurring inappropriate behaviors.
- Visits general education classrooms that successful students have earned the right to attend for the purpose of monitoring, and reporting 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 for the purpose of providing a record for future reference and/or complying 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, for the purpose of improving 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 for the purpose of developing their interpersonal skills and successful problem solving strategies.
- Maintains various classroom records, files, supplies, and work aids for the purpose of ensuring the necessary materials are available when required.
- Performs other instructional support and record keeping activities (e.g. scheduling IEP meetings, copying materials, posting information, routing copies of reports, writing down observations on students' activities and progress, etc.) for the purpose of supporting teachers.
- Obtains general education homework assignments for students at different academic levels for the purpose of addressing classroom requirements.
- Assists in the performance of other related duties as assigned.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

SKILLS, KNOWLEDGE AND ABILITIES

SKILLS are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: adhering to safety practices; handling hazardous materials; operating standard office equipment; using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: child guidance principles and practices, especially as they relate to students with learning disabilities; basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading; instructional materials and techniques used in Special Education; safe practices in classroom and other activities; correct English usage, grammar, spelling, punctuation and vocabulary; reading and writing communication skills; record keeping techniques; and modern office practices and procedures.

ABILITY is required to schedule activities; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. In working with others,

some problem solving may be required to identify issues and select action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited to moderate. Specific abilities required to satisfactorily perform the functions of the job include: learning the methods, procedures, functions and limitation of assigned duties; supervising and disciplining students according to approved policies and procedures; making arithmetic calculations quickly and accurately; understanding and following oral and written directions; communicating effectively orally and in writing with children and adults; establishing emotional support and a friendly attitude toward students; reading, interpreting and following rules, regulations, policies and procedures; establishing and maintaining effective working relationships with others; maintaining confidentiality; and understanding the exceptional needs of special education students.

RESPONSIBILITY

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others (e.g. students); and operating within a defined budget. There is some opportunity to impact the Organization's services (e.g. carrying out goals for students' IEP's).

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing, and/or pulling; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 34% sitting, 33% walking and 33% standing. 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.

EXPERIENCE

Job related experience is required.

EDUCATION

Targeted job related education that meets organization's prerequisite requirements, including provisions of the No Child Left Behind Act (i.e., possession of an Associate of Arts degree, or successful completion at least two years of full-time course work at an institution of higher learning).

REQUIRED TESTING

Pre-employment Proficiency Test to meet requirements of the No Child Left Behind Act in lieu of the above listed education requirement.

CERTIFICATES

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

CONTINUING EDUCATION/TRAINING

Blood Borne Pathogen Training; First Aid, CPR, Physical Assault Training (PART).

CLEARANCES

Criminal Justice Fingerprint/Background Clearance TB Clearance