

INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (BEHAVIOR INTERVENTION)

OVERALL JOB PURPOSE STATEMENT

Under the direction of an assigned supervisor or certificated teacher, the Instructional Assistant - Special Education (Behavior Intervention) assists certificated staff by reinforcing instruction to individual or small groups of students with significant aggressive and/or other behavioral difficulties in a classroom setting, job site, and/or community based program using intensive behavioral management techniques, intervention strategies, coping skills, and problem solving techniques. This classification also implements plans for instruction, monitors student behavior, documents activities and progress and performs a variety of other related instructional support duties as assigned.

DISTINGUISHING CHARACTERISTICS

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

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

The Instructional Assistant - Special Education (Severe) differs from this class by providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition.

The Instructional Assistant - Special Education (Non-Severe) is responsible for instructional support for students with learning disabilities.

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 instructional personnel with behavior management of students to ensure proper support is provided to students in meeting the goals of the Individualized Education Plan (IEP).
- Delivers Applied Behavior Analysis (ABA) and overarching positive behavior supports in small groups, whole group and 1:1 settings in school, job and/or community based program.
- Confers with instructional personnel and provides input regarding student progress to improve learning skills and/or social development.
- Collects data and records anecdotal student progress notes, maintains and organizes program notebooks, and implements program modifications.
- Administers drills, reviews data with supervisor, and reports concerns to provide input used in evaluating students' progress and/or needs.
- Assists instructional personnel with the preparation and adaptation of learning materials and reinforcement strategies according to the student's IEP to facilitate student learning and performance.
- Accompanies students as may be assigned between locations to assist students in their scheduled activities (e.g., WorkAbility and community experience).
- Participates in various activities (e.g., meetings, training, etc.) to receive and/or convey information.
- Maintains various classroom records, files, supplies, and work aids to ensure the necessary materials are available when required.

INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (BEHAVIOR INTERVENTION)

- Understands the goals of the IEP for the students with whom the incumbent works to appropriately assist the students to achieve their goals.
- May attend to students' personal hygiene needs to maintain their health, comfort, cleanliness and safety within the school environment.
- Performs of other job-related duties as assigned.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Applied Behavioral Analysis (ABA) theories and practices used with students with aggressive and disruptive behaviors
- Discrete Trial Training methods
- Methods of addressing and correcting student behavior
- 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
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Reading and writing communication skills
- Basic first aid and cardiopulmonary resuscitation (CPR)
- Record-keeping techniques
- Current, up-to-date office practices and procedures

ABILITY TO:

- Schedule activities
- Gather and collate data
- Use basic, job-related equipment including equipment used in a special education classroom and 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 limitation of assigned duties
- Supervise and discipline students according to approved policies and procedures
- Lead, guide and coordinate students

INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (BEHAVIOR INTERVENTION)

- Print and write legibly
- Make arithmetic calculations quickly and accurately
- Understand and follow oral and written directions
- Communicate effectively orally and in writing with children and adult
- 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
- Administer first aid
- Establish and maintain effective working relationships with others
- Maintain confidentiality
- Understand the exceptional needs of special education students and the goals of the students' IEP

WORKING ENVIRONMENT

The usual and customary methods of performing the job functions requires 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 height, 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
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

Generally the job requires 20% sitting, 40% walking and 40% 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.

CLASSIFIED

INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (BEHAVIOR INTERVENTION)

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, or bolting away. There is also potential for exposure to bodily fluids and biohazardous materials.

EXPERIENCE

Six months of job-related experience working with students with special needs in a school or related environment.

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; Applied Behavior Analysis (ABA) and Crisis Prevention Intervention (CPI). Participation in ongoing job-related training as assigned.

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.