

INSTRUCTIONAL ASSISTANT, LEAD – FULL INCLUSION

DEFINITION

Under general supervision of district specialist, to administer one-on-one Academic/Behavior Instruction to students in a school setting, assist with supervision of school programs and assist with training sessions for staff and/or parents.

DISTINGUISHING CHARACTERISTICS

Positions assigned to this class are distinguished by the ability to modify and adapt curriculum with an emphasis on knowledge of methodologies, individual learning styles and simultaneous multisensory approaches such as VAKT, Direct Instruction, Social Stories, PECS, and TEACCH, etc. found to benefit children with severe disabilities who are fully included in the general education classroom.

EXAMPLES OF DUTIES

Provide academic/behavioral support to select students; perform independent paraprofessional instructional activities; provide training and instruction to entry level assistants; assist supervisor on organizational and procedural issues; prepare specialized training and instructional materials; assist with training sessions; provide demonstration and instruction to less experienced assistants through modeling and/or shadowing techniques; provide information to supervisor concerning student progress; provide curriculum modifications; implement program modifications; act as communication liaison between all members of the site team; fill assistant absences given a 24-hour notice; attend meetings with school site team; participate in advanced training sessions; may perform routine clerical tasks such as typing, computer operation, filing and photocopying; maintain a variety of records and files, including confidential student records and information; may administer medications; control volatile students physically as needed; may assist with toileting or other bodily care needs; and perform other related duties as needed.

QUALIFICATIONS

Knowledge of

Basic concepts of child growth and development and developmental behavior characteristics; behavior and characteristics of severely handicapped students; supervision and motivation of handicapped students; simple record keeping, particularly pertaining to pupils with severe learning needs; routine record keeping techniques; computer operations/data entry, word processing and spreadsheets; behavior management strategies and techniques relating to pupils who experience atypical control problems; curriculum modification; basic subjects including arithmetic, grammar, spelling and reading.

Ability to

Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, particularly those exhibiting specialized needs; train and provide leadership to other staff members; appropriately manage student

behavior and guide students toward more acceptable social behaviors; utilize a variety of instructional materials and procedures to enhance a positive educational environment; perform routine clerical tasks and operate a variety of educational and office related machines and equipment; communicate effectively in oral and written form; understand and carry out oral and written directions; plan and organize work; establish and maintain cooperative working relationships with children and adults; pass a District proficiency test in English usage, language arts and mathematics, or have passed the CBEST.

Experience

At least three years of experience in a paid or non-paid position working with school aged children, including at least six months experience working with children with disabilities is desirable. A minimum of 300 hours of training/experience pertaining to children with severe disabilities is desirable.

Education

Education equivalent to the completion of the twelfth grade. An AA degree is highly desirable. A Bachelor's degree or credential in a related field is preferred. Willingness to attend District training and workshops.

Physical Performance Requirements

Frequent, sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. May be required to correctly lift at least 50 pounds alone or more with assistance and move students on and off a school bus, in a classroom, and during outside activities as necessary. Pushing a wheelchair with or without a student in it. Assisting students using walkers, tricycles, or other mobility devices. Lifting of office supplies and other work related materials of up to 20 pounds occasionally involved.

Licenses

Possession of a valid and appropriate California Driver's License; possession of current First Aid and CPR card.

Board Approved: March 13, 2002

Revised: February 8, 2005 effective March 1, 2005