

**LA HABRA CITY SCHOOL DISTRICT
JOB DESCRIPTION**

INSTRUCTIONAL ASSISTANT III-SPECIAL EDUCATION/BEHAVIOR

Definition

Under general direction of a classroom teacher or program director, and the supervision of a school principal, provide specific instructional and behavioral strategies and techniques in support of students in autism and specialized programs.

Distinguishing Characteristics

This classification is distinguished from other instructional assistants in that the primary responsibility is working with student in the District's special education behavioral disability and autism programs. Assignments in this classification will involved the need for knowledge of Applied Behavioral Analysis (ABA) and methodologies including but not limited to Discrete Trial Training, Picture Exchange Communication System (PECS), Social Skills, Pivotal Response Training, Floor time and TEACCH methodologies.

Typical Tasks

- Assist special needs students individually or in small groups and confer with teacher on assigned subjects to ensure coordination of instructional efforts.
- Reinforce student learning activities; assist students in operation of a variety of instructional media.
- Assist in implementation of Individualized Educational plans for students with autism and behavioral disabilities needs.
- Assist in management of student behavior through positive reinforcement strategies and techniques.
- Support and assist students with positive discipline in classroom, the library, on school site at lunch and recess, and while on field trip activities.
- Assist in the development of a variety of instructional materials and learning aides.
- Administer specific instructional and behavioral techniques to students with moderate to severe disabilities. Monitor and assist in remediation of specific learning problems.
- Assist in caring for student's physical needs as necessary (including use of bathroom facilities; toileting, diapering, help when getting on or off school bus, feeding and other self-help skills).
- Collect data and records anecdotal student progress notes, maintains and organizes program notebooks, and implement program modifications under the supervision and guidance of teacher, psychologist, and/or program specialist.
- Assist in specific instructional strategies and review data with teacher, psychologist, and/or program specialist.
- May be required to lift and/or move students with physical disabilities as necessary for educational purposes.
- Attend in-service training as directed.
- May assist with integrating special needs students in a mainstream setting.
- Administer medication in accordance with specific medical instructions; perform routine first aid, which may include aiding children with seizures or respiratory problems.
- Maintain and organize program notebooks and implement program modifications.
- Perform various clerical duties, such as filing, word processing, duplicating materials, and other related duties as assigned.

Minimum Qualifications

Education: Completion of high school or General Education Diploma (GED). Possession of an Associate Degree or minimum of two years of college (48 units), or other evidence of equivalent training/education required under NCLB education for Title I school assignments; or applicant must be able to pass an assessment test that demonstrates knowledge of and the ability to assist in teaching, reading, writing and mathematics or reading, writing and mathematics readiness. Training or coursework in child growth and development, special education, first aid/CPR, or related fields is desirable.

Experience: One year of paid or volunteer experience working with children in an educational or childcare setting is required. Experience working with children requiring a specialized learning environment desirable.

Knowledge of:

- The basic methods of instruction.
- General needs and behavior of children diagnosed with developmental disabilities, including an understanding of appropriate behavior management techniques used in controlling and motivating students.
- General concepts of child growth and development and children diagnosed with developmental disabilities.
- General knowledge of the purposes and goals of District's special education programs.
- Correct English usage, punctuation, spelling and grammar.
- Routine recordkeeping.

Ability to:

- Maintain a vigorous work schedule that may require continuous physical activity.
- Perform routine clerical work that supports instructional activities such as: record keeping and the preparation of instructional materials.
- Learn and operate teaching aids and machines used in working with exceptional students.
- Learn and utilize basic methods and procedures to be followed in the special education instruction setting.
- Participate in student activities, including physical education.
- Implement behavior modification techniques; manage student behavior and guide students toward more acceptable social behaviors.
- Demonstrate an understanding, patient, warm, and receptive attitude toward students.
- Effectively communicate, understand and follow oral and written instructions.
- Establish and maintain cooperative and effective working relationships with students, staff and parents.
- Work effectively with students from preschool through eighth grade level.
- Understand, support, and protect confidential information on all students.

PHYSICAL REQUIREMENTS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. These physical standards are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

Work Environment:

While performing the duties of this job, the employee works in several environments, including classroom, indoor and outdoor environments and on or near student playground equipment. The employee's primary responsibility is working with students in a special education behavioral disability and autism program. Employees in this position may have a higher level of exposure to infection and physical injury from students. There is also frequent contact with staff and the public. Employees may be exposed to childhood diseases and anti-social behavior. The noise level is moderate.

Physical Demands:

The physical demands of this position include sitting and standing for extended periods of time. Dependent on class/student assignment the employee may frequently move or lift children weighing up to 50 pounds unassisted from wheelchairs to tables or desks. Employees may lift and move students who may wear heavy braces, use wheelchairs and other assistive devices, assist students on or off a bus, either in a wheelchair or using some other mobility-assisted equipment. Frequent bending at the waist is required as is kneeling, crouching, pushing and pulling to assist students with shoelaces, braces, floor exercises and pushing of wheelchairs with or without students up and down includes, steps and on long walks. Employees may reach overhead as well as above the shoulders and horizontally. Dexterity of hands and fingers to demonstrate activities or run medical and instruction resource equipment is required as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of sound. Seeing to read a variety of materials and monitor student activities is required.

The information contained in this physical standards description is for compliance with ADA and is not an exhaustive list of duties performed.

License: Possession of valid First Aid and CPR Certificates. (If not held at the time of initial employment, they must be obtained within 30 days of District service as a condition of continued employment.) Attend District assigned ABA training within six months of employment.

Must pass pre-employment physical prior to first day of employment.

Range 21
Work Schedule 2

Reviewed and Board Approval: May 12, 2016
PRESENTED TO PERSONNEL COMMISSION: May 17, 2016 (1st Reading)