

CLOVIS UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

Position:	Instructional Assistant III	FLSA:	Non-Exempt
Department/Site:	Special Education	Salary Grade:	08
Reports to/Evaluated by:	Site or Department Administrator	Salary Schedule:	Classified

SUMMARY

Instructional Assistant III works in a classroom setting assisting teachers by providing instructional assistance to individual or small groups of students. Provides clerical and other classroom support services to teachers. Incumbents may be required to interact with other faculty, staff, parents and the general public in exercising their duties. The Instructional Assistant III will assist in one of the three following programs - Deaf and Hard of Hearing, Visually Impaired, Behavior Intervention. Implements strategies, techniques and interventions consistent with Applied Behavior Analysis (ABA) principles.

DISTINGUISHING CAREER FEATURES

Under the general direction of a certificated teacher, independently provides instructional assistance to students following well-established policies, procedures, and mandated regulations. May work in a general education classroom, special education classroom, or community-based settings. May be required to work independently by managing students. Works with students in specialty areas such as hearing impaired, visually impaired, orthopedic impaired and behavioral support. Work routines are monitored by certificated staff who are available to provide assistance in the event of unusual situations or problems. Incumbents are required to provide constant and closer supervision of students than would the generalist Instructional Assistant. Work relationships are generally within the immediate peer group. The Level III Instructional Assistants have additional specialized skills beyond those required for the Level II. At this level, the Instructional Assistant III is required to have skills sufficient to work with special needs groups of children students who are deaf and hard of hearing, visually impaired or students with significant behavioral needs. Advancement may require additional education or skill-set (proven by a competency test).

ESSENTIAL DUTIES AND RESPONSIBILITIES

Deaf and Hard of Hearing:

- Interpret voice-to-sign, as well as sign-to-voice in classroom settings, small groups, and one-on-one. Must be proficient in knowledge of sign language: fluency, vocabulary knowledge, sentence structure, etc.
- Relay information to/from the general education teacher/DHOH teacher(s).
- Support communication goals/needs as determined by the DHOH teacher(s).
- Facilitate interactions of students who are deaf or hard of hearing with their general education peers, as appropriate.

Vision:

- Modify assignments (using braille/tactile graphics) .
- Gather materials that need to be brailled/embossed.
- Relay information to/from the general education teacher/teacher of the Visually Impaired.
- Guide student practice of braille/technology skills in the mainstream classroom.
- Organize and track materials and inventory related to the vision department.
- Monitor student safety as per safety plan and Orientation and Mobility (O&M) specialist.

- Support orientation and mobility goals/needs as determined by the O&M specialist.
- Follow appropriate prompting levels for students with visual impairments as determined by the Teacher of the Visually Impaired and the Orientation and Mobility Specialist.
- Facilitate interactions of students with visual impairments with their general education peers, as appropriate.
- Support increasing independence of daily living skills for students with visual impairments
- Apply appropriate human guide skills as needed during transitions.

Behavior Intervention Team:

- Assists Behavior Consultation Team with the development and implementation of behavioral strategies and interventions consistent with ABA principles.
- Assists with functional analysis of behavior under the direction of the school psychologist for the purpose of identifying potential replacement behaviors. Observes, monitors, and controls behavior of students within approved procedures consistent with ABA principles.
- Confers, as needed, with teachers concerning student needs. Alert teacher to any special problems or information concerning students. Assists teachers, resource staff, and parents to develop and evaluate individual and group educational goals and objectives.
- Employs positive behavior supports in interactions with students. Develops and uses incentives as positive reinforcement. Exercises constant supervision of children. Assesses the need for appropriate discipline and uses in accordance with grade level and individual student ability to understand.

General:

- Performs all of the duties of the Instructional Assistant II. Works with either individual or small groups of students.
- Assists in collecting student data and progress monitoring.
- Assists related services personnel, as required, to support assigned student(s) in attaining specified goals.
- Assists with loading and unloading buses as directed.
- Supervises lunches and snacks and assists in the cafeteria as required.
- Supervises during recesses, breaks, and in transitions from class to class as required.
- Maintain confidentiality of student information and records.
- Performs other related duties and responsibilities as required.

QUALIFICATIONS

Knowledge and Skills: Requires the knowledge and skills required to perform at the Instructional Assistant II level working with diverse student populations. Basic knowledge of teaching and instruction methods. Knowledge of basic clerical and record keeping processes. Knowledge of special education and regular education programs. Knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications. Thorough knowledge of techniques for physical and behavioral management of students is may be required. Considerable knowledge of the principles and practices of child development is recommended.

Abilities: Ability to recognize and work within the limitations of diverse student populations is required. Incumbents must be able to demonstrate understanding, patience, and empathy of the special needs of their students, including the ability to recognize limitations of students and encourage participation in special programs and activities. Ability to work with the students towards the goal of mainstreaming within the general education.

Physical Abilities/Environment: Normally works in a classroom setting with minimal exposure to safety or health hazards. May require arm, hand, and finger dexterity to operate keyboard, typewriter or other office equipment. Requires good hearing and speaking ability to communicate with staff and students. Able to lift up to 50 pounds.

Physically and mentally able to perform the essential duties of an Instructional Assistant without hazard to themselves or others. Ability to sit, stand, walk, bend, stoop and kneel. Able to lift up to 50 pounds; reach in all directions; adequate sight or corrected vision for the purpose of reading directions and printed or written materials; hear and speak to communicate with coworkers, students and the public; dexterity of hands and fingers to operate instructional equipment; classroom and outdoor environment, adverse weather conditions.

Education and Experience: High School diploma or equivalent plus additional training in education or a related field. Two years of experience working with students in an organized educational or childcare setting is recommended. Additional experience working with children with disabilities is desirable. ABA and Crisis Prevention Intervention training and experience is preferred to be considered for the Behavior Intervention Team.

Licenses and Certificates: Possession of a valid First Aid and CPR certificate may be required for some positions. Valid CA driver's license is may be required. For those incumbents who are being considered for placement in the Deaf and Hard of Hearing or Vision program, will be required to pass a basic competency test.