



Irvine Unified School District

SPECIAL EDUCATION INSTRUCTIONAL ASSISTANT

DEFINITION

Under general supervision, to assist in conducting intensified learning experiences for special education students in assigned areas of study. To perform a variety of clerical and supportive tasks for instructional personnel and to perform related work as required.

DISTINGUISHING CHARACTERISTICS

Positions in this class are distinguished by the assignment of duties in the area of working with students in the Special Education Program. Incumbents assist teachers and specialists in the learning, communicative, physically, or severely handicapped programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Observes and records behavior patterns and develops appropriate techniques to reinforce acceptable behavior.
- Assists instructional personnel with the development and presentation of learning materials and instructional exercise.
- Instructs students individually or in small groups to reinforce and follow-up learning activity.
- Oversees and supervises students during classroom activities, at lunch and recess, on field trips, and during community-based instruction.
- Assists in the development of a variety of instructional materials.
- Maintains student records, attendance and files.
- Operates a variety of Instructional media, office machines and equipment.
- Maintains discipline and continues with instructional program in the absence of the teacher.
- Modifies materials and implements instructional and behavior management strategies for special education students in a mainstream setting.
- Assists in responsibility for procedures related to physical and medical need (seizures, suctioning, etc.).
- Assists students as needed in learning self-care techniques, including toilet training, bathing and personal cleanliness; assist in diapering, toilet training, feeding and other self help skills as needed.
- Performs a variety of regular clerical duties such as filing, typing, word processing, or duplicating materials.

QUALIFICATIONS GUIDE

Knowledge of :

- First Aid and CPR.
- General concepts of child growth and development and child behavior characteristics.
- Sign Language (in some instances)
- Instructional and behavioral strategies used in controlling and motivating students.
- English usage, punctuation, spelling and grammar.
- Routine record keeping.
- General purposes and goals of public education.
- Specific subject and content as required in job assignment.
- A variety of approaches for specific lessons and independent follow-up work.
- Procedures to maintain specific performance records.
- Behavior modification techniques with or without the presence of the teacher.
- Individualized Educational Program (IEP) goals and objectives for specific education students and general knowledge of purposes and goals of the district special education programs.
- Technology, multimedia, and software applications desirable.

Ability to:

- Successfully complete the Irvine Unified School District Proficiency Test with a score of 70% or higher in all three sections (English/Language Arts, Mathematics, and Ability to Assist in Instruction), or have passed the CBEST.
- Assume responsibility for supervising students.
- Learn and utilize basic methods and procedures to be followed in instructional settings.
- Perform routine clerical work and basic arithmetic calculations.
- Demonstrate an understanding, patient, warm and receptive attitude toward children.
- Understand and carry out oral and written instructions.
- Maintain cooperative working relationships with students, staff, parents and the general public.
- Be patient and flexible in making quick changes in a daily lesson for individual or total group.
- Provide feedback as to how the children are performing daily assigned tasks.
- Carry out a sensory integration or Adaptive PE program that requires a significant amount of physical exertion.

Training and Experience:

- Equivalent to completion of the twelfth grade. Paid or volunteer experience working with children in an educational or child care setting, or any combination of training and experience that could likely provide the desired knowledge and abilities.
- Incumbents are encouraged to participate in courses, seminars and workshops in the area of instructional services, psychology or guidance in areas such as: Behavior management, General Speech, General Language Program (GLGSP), Developmental motor training, First aid, CPR, Individualized instruction, Self help instruction (feeding, toilet training, etc.).

QUALIFICATION REQUIREMENTS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of the job, the employee is required to –

- Lift, push, pull and/or move up to 75 pounds of static weight (disabled students).
- Stand, Walk, Talk, Hear during entire shift.
- Sit, Bend, Twist (waist and neck), Stoop, Crouch, Kneel, Crawl, Feel, Make Repetitive Motions.
- Near Acute Vision, Far Acute Vision Depth Perception, Color Vision, Peripheral Vision.

The employee must have the physical ability to: coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting or standing. It does not involve performing the activities while the whole body is in motion; use your abdominal and lower back muscles to support part of the body intermittently when moving or lifting students; exert significant muscle force to lift, push, pull, or lift students; bend, stretch, twist (both at the neck and waist), or reach with your body and/or; bend, stretch, twist, or reach with your body, arms and/or legs; physically exert yourself over short periods of time when assisting students; exert muscle force intermittently; coordinate the movement of your arms, legs, and torso together when the whole body is in motion; regain your body balance or stay upright when in an unstable position while moving students; and, to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or respond to movements by students.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee occasionally works near moving mechanical parts and in outside weather conditions. The noise level in the work environment is usually moderate.

revised 12/11

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This page was last modified 12/09/2011