

## **INSTRUCTIONAL ASSISTANT RESOURCE SPECIALIST PROGRAM**

### **DEFINITION**

Under general supervision, to assist in conducting intensified learning experiences for 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 the class are distinguished by the assignment of duties in the area of working with students in the Special Educational Program. Incumbents assist teachers and specialists in learning, communicative, physically or severely handicapped programs.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

- Assists students as needed in learning self-care techniques, including toilet training, bathing and personal cleanliness.
- 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.
- Tutors students individually or in small groups to reinforce and follow-up learning activity.
- Oversees and supervises students during class activities, in the library, on field trips, and at lunch and recess.
- Assists in the development of a variety of instructional materials.
- Performs a variety of regular clerical duties, such as filing, typing, word processing, or duplicating materials.
- Maintains student records, attendance, and files.
- Operates a variety of instructional media, office machines and equipment.
- Maintains discipline in the absence of the teacher.
- Under the supervision of a general or special education teacher, provides direct instruction of modified curriculum for special education students.
- Assists in the implementation of behavioral plans for special education students.
- Assist when necessary in diapering, toilet training, feeding, and other self-help skills.

### **QUALIFICATIONS GUIDE**

#### **Knowledge of:**

- General concepts of child growth and development and child behavior characteristics.
- Goals for specific special education students and general knowledge of purposes and goals of district special education programs.
- Techniques used in controlling and motivating students.
- English usage, punctuation, spelling and grammar.
- Routine record keeping.
- General purposes and goal of public education.
- A variety of approaches for specific lessons and independent follow-up work.
- Procedures to maintain specific performance records.
- Ability to implement behavior modification techniques with or without the presence of the special education teacher.
- Specific subject area content as required in job assignment.

#### **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.

**Training and Experience:**

- Equivalent to completion of the twelfth grade; some paid or volunteer experience working with children in an educational or child care setting; or any combination 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.
- Certification in First Aid and/or CPR desirable.
- Knowledge of technology, multimedia, and software applications desirable.

**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.

**REASONING ABILITY**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule forms.

**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 this job, the employee is regularly required to stand, walk, and talk or hear. The employee frequently is required to reach with hands and arms. The employee is occasionally required to sit; use hands to finger, handle, or feel objects, tools, or controls; and taste or smell.

The employee must occasionally lift and/or move more than 75 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**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 individual 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.

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