

SALEM-KEIZER PUBLIC SCHOOLS JOB DESCRIPTION

| | | |
|----------------|--|--------|
| 12/2018 | SPECIAL PROGRAMS INSTRUCTIONAL ASSISTANT AUTISM SPECIALIST TEAM | 2.12.3 |
| Effective Date | Job Title | Index |

PURPOSE

To improve student achievement by assisting a certificated teacher in the planning and implementation of an individualized education program (IEP); to assist in the instruction of students with moderate to severe learning and/or physical disabilities by providing personalized instruction and; to assist in the testing of students; and to perform a variety of clerical duties in support of program. Assist other IA positions to learn best practices for managing students with Autism Spectrum Disorders.

CLASS CHARACTERISTICS

Positions in this classification perform instructional assistant duties in settings where personalized instructional programs and teaching techniques are used to address moderate to severe learning and physical disabilities or special social/behavioral, cultural, and language needs of the students. May work with small groups or in one-on-one tutoring. Requires aptitude and skill in working with the particular disability or learning needs of the students. Positions allocated to this class work in ERC, LRC, LD, EGC, DLC, migrant and Indian education, classroom and home tutor bilingual, vocational, newcomer, and neglected and delinquent. This particular position is itinerant and moves from building to building instructing and assisting in classrooms where students are behaving in an extremely aggressive manner. Teaching coaching and assisting in reframing the work of the classroom team.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from an assigned supervisor. Acts as a trainer of other IAs.

ESSENTIAL FUNCTIONS OF THE JOB - May include, but are not limited to, the following:

Assisting in the planning and implementing of learning experiences of students enrolled in program; conferring with teacher to provide feedback on student performance in tutorial and testing activities. Providing training to other SPIA II working in the classroom

Demonstrating an understanding of individualized education programs and related instructional plans, within guidelines set by certificated teacher, and developing specific lesson and tutorial strategies based on knowledge of student aptitude. Relating contents of the IEP and methodologies to other employees.

Teaching others to instruct students in small group and one-on-one settings, often without direct teacher oversight; revising lesson plan or teaching strategy during instructional activity as necessary to achieve IEP goals and objectives.

Conducting extensive student testing using teacher prescribed test batteries; correcting tests and recording scores on student IEP; informing teacher of any unusual academic or disciplinary problems.

Helping students develop positive interpersonal relationships with peers and adults; promoting safety of the students and helping them develop self-confidence.

Interpreting and implementing a behavior management program; training and assisting students in behavior management; providing education regarding appropriate interpersonal actions; responding to discipline problems; acting as a role model.

Responding to the community regarding assigned program; developing contacts and resources available to students. Providing students with experiences in the community including work training and use of public transportation.

Attending in-service and workshop training related to area of assignment; applying training to instructional responsibilities.

Performing a variety of general clerical duties including writing attendance reports, grading papers and maintaining accurate files.

Assisting students, teachers and/or parents with communication problems.

Maintaining regular and consistent attendance and punctuality.

Performing related duties consistent with job description and assignment.

MINIMUM QUALIFICATIONS

Knowledge of:

Principles, practices and techniques of instruction related to area of assignment.

Appropriate provisions of IDEA (Individuals with Disabilities Education Act) , or the ability to rapidly acquire a working knowledge of such provisions.

Proper child care techniques. MANDT restraint training and curriculum specific to Autistic individuals.

Techniques and methods of student supervision and classroom management in setting involving students with moderate to severe learning and/or physical disabilities and/or social/behavioral problems.

English usage, spelling, grammar and punctuation.

Modern office methods, practices, procedures and computer equipment.

Ability to:

Deliver instructional programs to students who have moderate to severe learning and physical disabilities and/or social/behavioral problems.

Work effectively in an environment which can be both physically and emotionally fatiguing.

Work with students who may exhibit aggressive assaultive behavior, as required of specific job assignment and instruct others in how to manage these students.

Deal, in an empathetic manner, with learning and/or physical disabilities exhibited by students within area of assignment.

Work with students who require attention to basic feeding and personal hygiene needs, as required of specific job assignment.

Learn growth and development principles of students with special needs according to area of assignment.

Learn basic first aid and safety requirements.

Work in a team situation. Help build team situations in other classrooms.

Understand and appropriately interpret IEP's.

Work independently in the absence of direct teacher contact, to carry out the goals and objectives of an IEP.

Type at a speed necessary for successful job performance. Must be able to use computer programs necessary to input grades and assist teacher in recordkeeping.

Perform physical job tasks.

Communicate clearly and concisely, both orally and in writing.

Establish and maintain effective working relationships with those contacted in the course of work.

CPR/First Aid training.

Experience and Training

Any combination of experience and training that would provide the required knowledge and abilities is appropriate. A representative way to obtain the required knowledge and abilities would be:

Experience:

Two years of responsible instructional assistance experience, preferably involving contact with students who have some form of learning or physical disability or special cultural, social/behavioral needs.

Training:

Equivalent to the completion of the twelfth grade, supplemented by college level course work or special vocational training in special education or bilingual education principles and practices, behavior management; and/or procedures related to basic physical/medical needs and personal hygiene. May require NCLB Certification or 2 years of college courses if assigned to Title 1 school.

Work Environment

Climate controlled classroom settings with temperatures ranging from mild to moderate cold heat. Exposure noise levels from moderate to loud and occasional to frequent time periods.

Physical Requirements

Hearing and speaking to exchange information; seeing to perform assigned duties; sitting for extended periods of time; dexterity of hands and fingers to operate equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files, reports and supplies; lifting light objects.

May be required to restrain a student using moderate strength (20-50 pounds push or pull) and MANDT techniques, always working to deescalate a situation. Intermittent bending, twisting, squatting kneeling, crawling, climbing stairs, reaching. On feet throughout the day.

Salem-Keizer School District is an equal opportunity employer.

Position: Special Programs Instructional Assistant - Autism Specialist Team

I am willing and able to perform the duties of this job:

Signature: _____

Date: _____

Print Name : _____