

**RIVER DELTA UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL ASSISTANT IV**

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

DEFINITION

The Special Circumstance Aide (SCA) has the responsibility of providing support services to special education students on a 1:1 basis defined in each student's individual education plan (IEP).

DISTINGUISHING CHARACTERISTICS

The SCA is distinguished from other instructional assistants in that they are required to perform duties that are necessary and appropriate to ensure that the special education students receive services outline on his/her Individual Education Plan (IEP) in accordance with federal law. The SCA is required to participate in and obtain advanced certificated training to meet the unique needs of the students. Services include personal care, behavior support, and individual instructional support, physical, emotional, and social support to special education students as needed. The SCA is utilized for instructional support and physical prompting to stay on task and may serve students who need close adult proximity to monitor behavior; specialized health care needs, such as limited mobility; physical limitations, specialized food preparation or feeding, as well as regular toileting scheduling or diapering.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the Program Specialist.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS -- *Essential and other important responsibilities and duties may include, but are not limited to, the following:*

Essential Functions:

1. Accommodates the special needs of the student with physical, emotional, behavior and learning disabilities providing supplemental services as necessary.
2. Implements unique intervention strategies to assist students in managing their serious or aggressive behaviors.
3. Assist the special education teacher in providing the student with access to adopted core curriculum in various settings.
4. Provides students with access in education environments including but not limited to the classroom yard, social interactions and other siblings.
5. Assist in implementing instruction necessary for students to meet IEP goals.
6. Participates in daily activities, training sessions and special activities to assist in the implementations of IEP goals and/or accommodations.
7. Maintains and monitors effective group and individual student behavior to provide optimum learning environment, implement established discipline practice and policy.
8. Assist in the evaluation of students' performance by administering informal assessments.
9. Updates special education and/or general education teacher regarding student progress.
10. Administers first and medical assistance to provide appropriate care for the medically fragile student, including toileting and diapering needs.
11. Provides supervision to the special education students during non-instructional periods.
12. Collects data through assessment and observation on student academic and behavioral progress.
13. Communicate with parents by phone or through communication logs as directed by the teacher.
14. Provides feeding assistance or other food preparation and prompting for student.

15. Assists with preparation of, and works with specialized instructional needs.

Marginal Functions:

1. Maintains required documents, records and files in clear verbal and written communications.
2. Assistance in the maintenance of student files and retrieval of pertinent information.
3. Maintains inventory of special education books, supplies and equipment assigned to the student.
4. Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

Understands the functions and intent of an Individual Education Plan (IEP); various behavior modification methods.

Ability to:

Manage student behavior through appropriate student behavior modifications methods. Utilize constant verbal and physical prompting skills to keep student on task and follow directions.

Provide support appropriate to the students' abilities based on the student IEP.

Participates in IEP meetings to discuss students progress, goal and plans.

Participate in training sessions to advance understanding of needs of special education student.

Recognize when there is an unusual condition or situation and have the ability to seek assistance when necessary and appropriate, using good judgment.

Deal appropriately with disruptive and abusive behaviors.

Work independently with students as directed by teachers.

Recognize and follow procedures in emergency situations.

Establish and maintain supportive and cooperative environment with school personnel, parents and students.

Rapidly learn methods and materials used in a variety of instructional situations.

Read notes, memos and student reports of a moderately complex nature.

Use proper, English, grammar, punctuation, and sentence structure, able to clearly communicate information regarding student in all communication mediums.

Understand and carry out oral and written communication.

Complete tasks/assignments within established timelines.

Operate personal computer and learn/apply software programs.

Perform routine clerical work.

Experience and Training Guidelines

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

Experience:

Two years of successful experience involving contact with children with special needs in an instructional capacity in a school setting or one year of experience along with an Associate's Degree with an Educational, medical, or social services field focus preferred.

Training:

Completion of the twelfth grade, supplemented by 10 hours of specialized training working with children with specific disabilities.

License or Certificates:

Possession of a Special Education Certificate or other demonstrated/documented training in Special Education such as Applied Behavior Analysis (ABA), Pro-Act Training, and /or documented knowledge of specific disabilities through unique and verifiable employment experiences. Possession of or ability to obtain, an appropriate, valid CPR and First Aid Certification.

WORKING CONDITIONS

Environmental Conditions:

Classroom/field environment; work closely with others.

Subject to exposure to abusive or violent individuals.

Must be willing and available to attend IEP meetings.

Must be willing and available to attend additional District provided trainings as outlines on IEPs.

Physical Conditions:

Essential and marginal functions may require maintaining physical condition necessary for successful job performance.

Class. Salary Schedule

Range 8