

**Position:** Special Circumstance Instructional Assistance (SCIA)

**School/Department:** Special Education (Elementary School, various sites)

**Reports To:** Program/Site Administrator

**Grade:** 15

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### **SUMMARY**

Under general supervision of the classroom teacher or Education Specialist, to assist in providing specialized instructional circumstance services to individual students or small groups with exceptional needs; support, deliver, monitor and report student progress regarding behavior, performance and instructional interventions.

### **NATURE AND SCOPE**

Has primary responsibility to provide instructional and behavioral support services to assigned student(s); may work with students individually or in small groups to tutor, reinforce or follow up on learning activities; assists by guiding students and/or providing an exemplary role model in a variety of realms, which may include academic, behavior, and enrichment; assists in physical development and fitness, communication, personal hygiene (i.e. feeding, grooming, toileting), academic learning, behavior, life, and vocational skills; uses established guidelines as a means to individualize instruction to the needs of learner; assists in the general operation of the classroom, outdoor playground, community mobility and field trip activities; may provide instruction in dance, games and music; assists with classroom preparation and clean up; provides for protection and safety to all students, may operate mechanical equipment such as orthopedic braces and mechanical supports or other devices.

### **DISTINGUISHING CHARACTERISTICS**

SCIA requires knowledge and skills in special needs, including behavior and academics, as well as advanced student support, intervention, monitoring, and assessment strategies and techniques.

### **ESSENTIAL TYPES OF DUTIES (Examples)**

#### Knowledge of:

- Learning patterns and behavior
- Basic concepts of child development and behavior characteristics
- Personal hygiene and mental health practices
- Reading and writing in English, including grammar and composition
- Classroom computer and other technical equipment

#### Ability to:

- Communicate with assigned child and motivate them to participate in learning activities
- Learn to teach in special subject matter areas or to teach children who have special learning needs
- Maintain emotional control under difficult situations
- Learn and adapt to new procedures and conditions
- Apply knowledge and skills with judgment
- Maintain a continuing relationship with the same students and staff over a prolonged period;
- Recognize hazards to safety
- Learn laws, rules, practices and procedures related to public education for children and related to the program to which assigned
- Perform routine clerical work
- Speak distinctly in English or communicate in sign language

- Supervise one or more children in the classroom and out of doors
- Read and comprehend fine print, such as texts, catalogs, etc.
- Communicate effectively via telephone, email (?) and in person

**DESCRIPTION OF PHYSICAL REQUIREMENTS:**

- Position requires moderate physical exertion associated with the ability to lift, carry, push, pull or climb
- Position requires physical capability for sustained physical work; requires strength and endurance associated with moderate physical effort
- Position requires moderate physical effort while performing continuous moderate lifting
- Lifting 50 pounds maximum or carrying any object weighing up to 25 pounds

**WORKING CONDITIONS**

Work is performed indoors and outdoors with some exposure to health and safety considerations from physical labor, aggressive voluntary or involuntary student behaviors, possible exposure to blood borne pathogens and assisting with hygiene, which may include diapering or assisting with toileting routines.

**QUALIFICATIONS**

**Knowledge and Skills:** Knowledge of the basic subjects taught in the district schools, including arithmetic, grammar, spelling, language, writing, and reading sufficient to assist students with individual or group studies. Strong communication skills to interact with students, teachers, parents and other faculty and staff. Awareness of student assessment techniques and materials with skills necessary to interpret and evaluate results. General knowledge of basic clerical and record keeping processes.

**Abilities:** Ability to perform the essential responsibilities and work tasks of the position. Demonstrated ability to understand and interpret teachers' instructions in order to assist in instruction of children. Ability to understand and be sensitive to the needs and differences of children with special needs and disabilities. Requires the ability to balance emotional support and exercise good judgment when dealing with behavioral problems. Ability to perform clerical and classroom support duties with minimum supervision.

**Physical Abilities:** Requires sufficient arm, hand, finger dexterity in order to operate keyboard, and other office equipment. Requires visual acuity to read words, numbers. Requires lifting of light to moderate objects on an occasional basis. Requires ambulatory ability to go to different locations. Requires the ability to take precautions against a nominal exposure to health and safety risks. Requires speaking and hearing to communicate in person or over the phone.

**Experience and Training:** Graduation from high school or comparable demonstration of basic competence. Requires an AA degree, and a minimum of two years of college training, 48 semester units, or passage of the LOSD SCIA Assessment Test which demonstrates competency and the ability to assist students in the instruction of reading, writing, and mathematics.

One year of paid or voluntary experience working with children. Two years of college training related to psychology, child development or education may be substituted for one year of experience working with children.

Training or experience working with special needs children is desirable.

Board Approved: 9/21/22