

**FULLERTON SCHOOL DISTRICT
CLASSIFIED PERSONNEL COMMISSION
RANGE 17**

INSTRUCTIONAL ASSISTANT / SPECIAL EDUCATION III

(May be eligible for: Medical Stipend 6% if primary or 2% if backup)

JOB SUMMARY

Under the general direction of the school principal, assists in the implementation of individualized intervention plans for specific students who are exhibiting moderate to severe maladaptive behaviors; utilizes evidenced based behavior strategies to implement behavior reduction techniques, reinforce appropriate replacement behaviors, and assist in monitoring student progress on behaviors goals outlined in student Individualized Education Plans (IEP) and Behavior Intervention Plans (BIP).

DISTINGUISHING CHARACTERISTICS

This classification is distinguished from other instructional assistant classifications in that this classification is assigned to classrooms or site-based special education student support needs that require more specialized behavior training to support behavior intervention strategies in line with the work of the Behavior Intervention Associate (BIA) classification. The BIA classification is distinguished from this classification in that the BIA provides specialized training to instructional assistant classifications regarding behavior intervention strategies and provides support to District schools, classrooms, and students as directed by Student Support Services administrator and across multiple school sites.

EXAMPLES OF DUTIES: Duties may include, but are not limited to, the following:

- Provides short-term interventions to assigned students to facilitate de-escalation of dangerous, assaultive, or maladaptive behavior, and allow for the students to re-engage in appropriate academic and social behavior;
- Implements supportive behavioral interventions, de-escalation techniques and shaping stimuli in the learning environment that may trigger students;
- Provides information to the school support team concerning student progress in order to analyze data and modify programs for students.
- Researches and prepares instructional, motivational, and other related behavior intervention support materials.
- Responds to behavioral emergencies for campus support per crisis intervention procedures and new placement transitions at the site;
- Works in conjunction with the District and site level Behavior Teams to perform specialized duties to support student needs;
- Reinforces student learning activities;
- Assists in implementing Individualized Educational Plans or behavior plans for students as assigned by a school administrator;
- Directs students into safe learning activities and assists in management of student behavior through use of positive reinforcement strategies and techniques;
- Assists in the development of a variety of instructional materials and learning aids;
- Operates and assists students in operation of a variety of instructional media;
- Confers with instructional personnel and provides input regarding student progress;
- Collects data and records anecdotal student progress notes, maintains and organizes program notebooks and implements program modifications;
- Reviews data with supervisor and consultants and reports concerns;

- May be responsible for integrating special needs students in a mainstream setting;
- With appropriate training and authorization from an FSD District Nurse, administers medication in accordance with specific medical instruction, performs routine first aid which may include aiding children experiencing seizures or respiratory problems;
- Requests appropriate assistance for serious pupil injury or illness;
- Assists when necessary in monitoring any special medical problems students may have and logs student medical information as appropriate;
- Assists in maintaining a positive learning environment;
- Assists when necessary with physical activities and therapy, including diapering, toilet training, feeding, and other self-help skills;
- Supervises students during class activities, in the library, on field trips, at lunch and recess;
- May prepare students for going home, supervise bus loading, ride the bus with the student when necessary;
- Maintains student records, attendance reports including confidential student records and information;
- Attends a variety of meetings, workshops and in-service training to maintain current knowledge of developments within the field of special education;
- May provide short-term, one-on-one, intensive behavioral intervention services;
- Implements the methodologies of Non-Violent Crisis Intervention strategies;
- Performs other related duties as assigned;

EMPLOYMENT STANDARDS:

Any combination of education and experience equivalent to:

Education: Graduation from high school or GED is required.

Must also show sufficiency in educational requirements by meeting one of the following requirements of the Every Student Succeeds Act of 2015 (ESSA), formerly known as the No Child Left Behind Act of 2001 (NCLB):

- Possession of two years of higher education (i.e., 48 units or more); **Or**
- Possession of an Associate's Degree or higher from an institution of higher learning accredited as recognized by the Council for Higher Education Accreditation; **Or**
- Possession of proof that indicates you have passed the California Basic Educational Skills Test (CBEST); **Or**
- Obtain a passing score on the Fullerton School District Instructional Assistant Proficiency Assessment

AND

- Training or coursework in child growth and development, behavior management, developmental motor training, first aid, CPR, instructional technology or related field desirable. CPR Certification must be acquired following hire.

Experience: Two (2) years of experience with children requiring a specialized learning environment.

Knowledge of:

- Basic methods of instruction;
- General needs and behavior of children diagnosed with developmental disabilities, including an understanding of appropriate behavior management techniques used

- in controlling and motivating students;
- General concepts of child growth and development and child behavior characteristics;
- English usage, punctuation, spelling, and grammar;
- Routine record keeping.

Ability to:

- Engage in strenuous physical activity including lifting as needed;
- Learn and utilize basic methods and procedures to be followed in the special education instructional setting; provide specialized health care as needed;
- Operate medical equipment necessary to meet the physical needs of students;
- Reinforce instruction to students with severe physical, cognitive, communicative, behavioral and emotional disabilities from preschool through eighth-grade level;
- Manage student behavior and guide students toward more acceptable social behaviors;
- Establish and maintain effective relationships with children;
- Support effective relationships with parents;
- Provide feedback as to how the children are performing daily assigned tasks;
- Maintain effective and harmonious working relationships with students, fellow employees, teachers, and administrative staff;
- Keep simple records;
- Maintain confidentiality of sensitive information;
- Utilize appropriate instructional materials and procedures;
- Understand, communicate and follow oral and written instructions;
- Obtain and maintain a Red Cross First Aid certificate, including CPR training;
- Obtain and maintain Nonviolent Crisis Intervention (NCI) training.

PHYSICAL STANDARDS

The work environment and physical demands of the positions as described below are representative of those that must be met by an employee to successfully perform the essential functions of a position in this Instructional Assistant/Special Education series. Reasonable accommodations may be made to enable individuals to perform the essential functions of a specific position. These physical standards are generic in nature and tasks may vary dependent on instructional assistant classification and school site or specialized department/student assignment.

Work Environment: While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment. The employee's primary responsibility is supporting school staff in working with students with behavior support needs. Employees in this position may have a higher level of exposure to infection and physical injury from students. There is also frequent contact with staff and the public. The noise level is moderate. Actual work schedule and worksite assignments will vary depending on program needs.

Physical Demands: The physical demands of this position include sitting and standing for extended periods of time. Depending on class/student assignment the employee may frequently move or lift children weighing up to 50 lbs. unassisted from wheelchairs to tables or desks. Employees may lift and move students who may wear heavy braces, use wheelchairs and other assistive devices, assist students on or off a bus, either in a wheelchair or using some other mobility-assisted equipment. Frequent

bending at the waist is required, as is kneeling, crouching, pushing and pulling to assist students with shoelaces, braces, floor exercises and pushing of wheelchairs with or without students up and down inclines, steps and on long walks. Employees may reach overhead as well as above the shoulders and horizontally. Dexterity of hands and fingers to demonstrate activities or run medical and instructional resource equipment is required as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of a sound. Seeing to read a variety of materials and monitor student activities is required.

The information contained in this physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Instructional Assistant / Special Education III	
Personnel Action	Personnel Action Date
Adopted by the Personnel Commission:	4/29/2025