

INSTRUCTIONAL ASSISTANT/SPECIAL EDUCATION - SPECIAL PROGRAMS JUNIOR HIGH (SPJH)

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

JOB SUMMARY:

Under general direction of the school principal, assists teachers working in behavioral disability and autism programs and administers specific instructional and behavioral strategies and techniques. Relieves the teacher of routine clerical duties and provides supportive activities for instructional personnel.

DISTINGUISHING CHARACTERISTICS:

This classification is distinguished from other instructional assistant classifications in that the primary responsibility is working with students in the District's special education program supporting behavioral needs of students as determined by the IEP Team which may require intensive behavioral support to both the student and classroom program. Assignments may be in school, and/or community environments, as designated in the student's IEP. In addition to the varying locations, it is also distinguished by the absence of immediate supervision, independent judgment exercised, special needs of the population and need for knowledge of methodologies including but not limited to Discrete Trial Training, Visual Communication Supports, Social Skills, Pivotal Response, Floor Time, Applied Behavior Modification Analysis (ABA) Strategies, and SCERTS Model. Furthermore, it is distinguished from the Instructional Assistant/Special Education I in that it works in special programs of the Special Education Department at junior high schools only, supporting older students with specific needs as related to the student's age, special program requirements, and junior high context.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assists junior high school students with special needs, individually or in small groups, and confers with teachers on assigned subjects to insure coordination of instructional efforts;
- Reinforces student learning activities;
- Assists in implementing Individualized Educational Plans for students with autism and behavioral disabilities;
- 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;
- Monitors and assists in remediation of specific learning problems;
- Under supervision, administers specific instructional and behavioral techniques to children diagnosed with development disabilities;

- 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;
- Administers drills, 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 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 and supervise bus loading;
- Maintains and files student records, attendance reports and files 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;
- Provide one-on-one intensive behavioral intervention services using Applied Behavioral Analysis (ABA) Strategies;
- Performs a variety of regular clerical duties, such as filing, typing, word processing, or duplicating materials.
- Implements the methodologies of Non-Violent Crisis Intervention strategies.

EMPLOYMENT STANDARDS

Education: Equivalent to 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 Associates 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 Preliminary Instructional Assistant Proficiency Assessment

AND

All Instructional Assistant candidates must take and obtain a passing score on the **Fullerton School District Instructional Assistant Proficiency Assessment**

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: Recent paid or volunteer experience working with children or youth groups. Experience with children requiring a specialized learning environment desirable.

Knowledge of:

- Basic methods of instruction;
- General needs and behavior of junior high school 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 at the junior high school level;
- Manage student behavior and guide students toward more acceptable social behaviors;
- Establish and maintain effective relationships with children with development disabilities and their parents;
- Tutor students diagnosed with development disabilities in a special class program and/or general education classrooms;
- 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 a Red Cross First Aid certificate, including CPR 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 special education instructional assistant 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 working with students in a special education behavioral disability and autism program. 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 public. The noise level is moderate.

Physical Demands: The physical demands of this position include sitting and standing for extended periods of time. Dependent 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 II Personnel Action	Personnel Action Date
Approved by the Personnel Commission	3/1/2007
Revised by the Personnel Commission	6/17/2019, 8/23/2021
Adopted by to the Personnel Commission	5/18/2026