INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION
(Class Code ___)

DEFINITION
Under direction of the Principal, assists a certificated teacher in reinforcing instruction to individual or small groups of students with special learning needs in a general education and/or special education classroom environment; provides instructional support services to students with often multiple physical, emotional, behavioral, cognitive, learning or communication disabilities enrolled in the District’s special education programs; assists in the preparation of instructional materials and implementation of Individual Education Plans (IEPs); performs a variety of routine clerical duties.

DISTINGUISHING CHARACTERISTICS
Positions in this class assist teachers in the education, training and supervision of students with special learning needs. Incumbents perform a variety of duties and perform a major role in caring for the physical needs of the students. Continuous and vigilant supervision of students is necessary. Incumbents must display a special level of sensitivity to children's needs and perform work which requires a great amount of patience.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities of this class include but are not limited to:

- Assists a certificated teacher in reinforcing instruction to individual or small groups of students with special learning needs in a classroom or other learning environment; monitors and oversees student drills, practices and assignments in various subjects; assists assigned teacher with the implementation of Individual Education Plans (IEPs)
- Provides instructional support services to students with often multiple physical, emotional, behavioral, cognitive, learning or communication disabilities enrolled in special education programs; may serve as a one-on-one instructional assistant for students with more severe special learning needs
- Tutors individual or small groups of students, reinforcing instruction as directed by the teacher; confer with the teacher concerning lesson plans and materials to meet student needs; assists students in completing classroom assignments, homework and projects in various subject areas
- Assures student understanding of classroom rules and procedures; explains words and concepts as necessary; assists students with meeting IEP goals and objectives; reports progress regarding student performance and behavior
- Performs a variety of clerical duties in support of classroom activities such as preparing, typing, duplicating and filing instructional materials; grades student tests and assignments; assists students with test preparation skills; administer and proctor various tests as directed; record grades; maintains student attendance, records, notes and files as assigned
- Assists students in completing classroom assignments, homework and projects; assists students in the operation of a variety of instructional technology; assists students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance
- Observes and controls behavior of assigned students in the classroom according to approved procedures; monitors assigned students during lunch, recess and outdoor activities as directed; accompany assigned students on field trips and during special events
- Redirects student behavior according to established techniques and procedures; confers with teachers concerning programs and materials to meet the individual needs of special education students
- Operates a variety of classroom and office equipment including a copier, laminator, computer and assigned software as assigned
- Provides classroom support to the teacher by setting up computers, work areas, learning centers and displays, and distributing and collecting paper, supplies and materials; assists with arrangement and storage of classroom materials, furniture and accessories for appropriate learning environment
• Assists students with performing and developing proper social behavior, personal hygiene and self-help skills; assists students with eating activities; toilets students, changes diapers and soiled clothing as assigned by the position
• Escorts students to and from designated locations as directed; pushes students in wheelchairs; assists students with adaptive devices as needed; loads and unloads students on buses as directed
• Assures the health and safety of students by following established practices and procedures; maintains learning environment in a safe, orderly and clean manner
• Communicates with faculty, staff, administrators and others to exchange information and resolve issues or concerns related to student activities and behavior
• Counts lunch money and records numbers served
• Provides routine first aid/CPR to injured students according to established procedures as needed; notifies parents of ill or injured students; refers children to the health office as needed
• Attends meetings, conferences, and training sessions as assigned.
• Performs other related duties as required

EMPLOYMENT STANDARDS

Knowledge of:
• Child guidance principles and practices related to children with special learning need
• Basic subjects taught in local schools, including arithmetic, grammar, spelling, language and reading
• Safe practices in classroom activities
• Basic instructional methods and techniques
• Correct English usage, grammar, spelling, punctuation and vocabulary
• Applicable Educational laws, codes, regulations, policies and procedures related to position
• Problems and concerns of students with special education needs
• Classroom procedures and appropriate student conduct
• Operation of standard office and classroom equipment
• Oral and written communication skills
• Interpersonal skills using tact, patience and courtesy
• Basic record-keeping techniques
• Basic first aid/CPR techniques

Ability to:
• Assist with instruction and related activities in a classroom or assigned learning environment
• Reinforce instruction to individual or small groups of special education students as directed by the teacher
• Perform a variety of clerical duties in support of classroom activities
• Learn guidelines and materials related to the reading program as assigned by the position
• Assist in the preparation of instructional materials and implementation of IEPs
• Read books to students and assist with reading and writing activities as assigned
• Understand and follow oral and written directions
• Demonstrate an understanding, patient and receptive attitude toward students with special needs
• Establish and maintain cooperative and effective working relationships with others
• Assist students with personal hygiene, feeding, toileting, diapering, social and self-help skills as assigned
• Lift students in and out orthopedic equipment, position and reposition students as needed
• Communicate effectively both orally and in writing
• Monitor, observe and report student behavior and progress according to approved policies and procedures
• Operate standard office and classroom equipment
• Observe health and safety regulations
- Maintain records and files
- Administer first aid/CPR as required
- Maintain sensitivity to ethnic, religious, cultural and sexual differences

**Key Competencies:**
Listening / Safety Focus / Integrity / Attention to Detail / Flexibility / Dependability / Handling Stress / Managing Change / Physical Skills / Reading Comprehension

**MINIMUM QUALIFICATIONS**
Any combination equivalent to:

**Education:** Graduation from high school and sufficient training and experience to demonstrate the knowledge and abilities listed above.

**Experience:** (1) one experience working with school age children in organization setting or learning environment. Some experience working with students with special learning needs preferred.

**Other:** Candidates for this classification must also meet one of the following conditions: Advanced education, such as an Associate (AA) degree or completion of 48 college semester units or 60 college quarter units, or education beyond an AA degree or pass a formal Pasadena Unified School District academic assessment that demonstrates knowledge and ability to assist in teaching, reading, writing and mathematics or reading, writing, and mathematics readiness.

**Special License or Language Skills:**
- Valid First Aid and CPR certification within sixty days of employment.
- Incumbents in this classification may be required to complete Nonviolent Crisis Intervention (CPI) training within six months of employment.
- The ability to read, write and speak a language, in addition to English, such as Spanish or Armenian, is desirable.

**PHYSICAL REQUIREMENTS/DEMANDS**
Employees must be physically and mentally able to perform the essential duties of a position with or without reasonable accommodation and without hazard to themselves or others; may be required to lift up to seventy-five (75) pounds.
- Dexterity of hands and fingers to operate standard office and classroom equipment
- Sitting or standing for extended periods of time
- Bending at the waist, kneeling or crouching to assist students
- Seeing to read a variety of materials and monitor student activities
- Hearing and speaking to exchange information
- Pushing children in wheelchairs as assigned by the position
- Lifting and moving children as assigned by the position

**WORK ENVIRONMENT**
- Classroom and indoor environment
- Constant interruptions

**HAZARDS**
Some assignments may require constant attention to protecting physical safety in a classroom where pupils, because of the nature and severity of their disabilities, are accident prone, or because of assultiative or self-abusive tendencies could cause serious injury to themselves or others.
- Potential contact with body fluids
• Contact with hostile or abusive individuals with unpredictable behaviors

APPOINTMENT

Employees who receive a regular appointment to the class must serve a probationary period of one hundred and thirty (130) days of paid service. During this period, an employee must demonstrate an overall satisfactory level of performance; failure to do so shall result in the employee’s termination without right of appeal to the Personnel Commission.

Formerly titled: Instructional Aide/Severely Handicapped and Instructional Aide/Non-Severely Handicapped: All rights and privileges earned by current and former incumbents of Instructional Aide/Severely Handicapped and Instructional Aide/Non-Severely Handicapped are inherent in the new title of Instructional Aide-Special Education.

Adopted by the Personnel Commission on June 13, 2002.
Formerly titled Children’s Aide/Roosevelt; Instructional Aide/Roosevelt; Instructional Aide/Handicapped
Revised on: 08/21/08 & 04/21/2011
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