

SANTA CRUZ COUNTY OFFICE OF EDUCATION
INSTRUCTIONAL AIDE, SPECIAL EDUCATION

DEFINITION

Under general direction of the assigned administrator, assist certificated teacher in the instruction, supervision and/or care of assigned students in the Special Education program; maintain a safe and effective learning environment; and perform a variety of instructional and clerical functions in support of assigned classroom activities and programs.

SUPERVISION EXERCISED

Exercise no supervision.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Provide a variety of responsible instructional support activities to enhance the educational environment of students and to meet the educational/training objectives of the district/school, the mental health team, and the regular education staff.

Assist certificated teacher in supervising a group of mentally, emotionally or physically handicapped students with activities including instruction, recreation, sports, arts and crafts, social integration, personal hygiene, grooming and mainstreaming.

Collects data and records notes in designated student program notebooks.

Assist students with personal hygiene and grooming, take students to the bathroom; change diapers; assist with changing clothes, washing, hair care and dental hygiene.

Escort students outside of the classroom ensuring student safety, social involvement and security; escort and supervise students in mainstreaming situations and on regular education school grounds.

Assist students in mealtime activities, including feeding, teaching table manners, meal preparation and post meal clean-up, depending on students' abilities; assist students in acquiring appropriate communication skills.

Assist students in physical therapy and/or motor skills activities including balancing, throwing and catching, swimming, sensory perception, sports and games, grounds keeping, landscaping, crafts, cooking and baking.

Supervise students in a variety of situations under the jurisdiction of the teacher, mental health staff, regular education staff, police and parents, always observing students' behaviors carefully to ensure personal and group safety.

Assist students in learning appropriate living and social skills and acceptable behavior such as cleanliness, safety procedures, decision making, communication, mathematics and related matters necessary to maximize mainstreaming opportunities.

Assist students in basic living skills, appropriate language, and academic and behaviors necessary for complete inclusion.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Assist in counseling students regarding their work, coping with handicaps and encouraging independence.

Within the framework of establish policies and procedures, assist students in classroom activities in the absence of the teacher; report observations of student skills, behaviors and abilities to appropriate personnel.

Assist teachers in reviewing students' work, giving tests and assessing progress; tutor individual students as assigned; maintain daily records of individuals' point chart, weekly grades on behavior, and academics.

Maintain specialized learning areas, including setting up, taking inventory, ordering supplies and cleaning up.

Prepare instructional materials by cutting, pasting, designing, typing, running copies, and setting up materials and equipment; adapt materials as needed.

Perform a variety of clerical tasks, including paperwork for assigned programs, answering the telephone, and relaying messages.

Assist in teaching and communicating with students in Braille or sign language as needed.

Assist in language interpretations (when required) to parents through telephone calls, conferences, IEP's, etc.

Understand and apply guidelines involved in the confidentiality of student information.

Assist regular education teachers when mainstreaming or on school grounds.

Assist mental health therapists with implementing treatment plans.

Administer medications to students as directed; record and report changes in dosage and behavior changes.

Assist in crisis intervention "take down" procedures and restraints; communicate with parents and legal authorities, Mental Health team, and Special Education to facilitate crisis intervention; engage in physical and sometimes strenuous activities with students.

Assist in discreetly examining and investigating suspected sexual, physical, emotional or psychological abuse; maintain student confidentiality; understand and perform the process of reporting suspected abusive incidences to legal authorities.

Meet weekly with Special Education staff, Mental Health Staff and others working with assigned students.

Perform related duties and responsibilities as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Basic subjects taught in schools.

English usage, spelling, vocabulary, grammar and punctuation.

Basic clerical procedures; simple record keeping procedures.

General methods of training and instruction.

Basic child development theory and principles.

Basic techniques to motivate students and manage student behavior.

Safe work practices.

First aid and CPR principles and practices.

Skill and Ability to:

Learn to operate equipment used as educational aids.

Operate modern office equipment including computer equipment.

Prepare and maintain accurate and complete records.

Read, write and understand the English language.

Communicate clearly and concisely, both orally and in writing.

Perform clerical duties including filing and duplicating.

Maintain confidentiality of student and school information.

Read, interpret and follow County Office rules, regulations, policies and procedures.

Learn physical requirements and emotional needs of multi-handicapped children.

Learn the procedures and functions necessary to perform assigned duties.

Learn instructional technology, program philosophies, concepts, materials, methods and procedures.

Learn child guidance principles and practices.

Work effectively with students in a variety of situations; effectively direct the work of individual students and groups of students.

Adapt curriculum to meet student needs and abilities.

Skill and Ability to (Continued):

Understand and follow specific medical instructions in regard to the care and handling of handicapped students.

Recognize problems which may interfere with learning of students or the physical/emotional welfare of students and implement appropriate solutions in the learning environment.

Recognize potential of students and encourage their participation in educational programs and activities.

Assist with the instructional and related activities of the assigned learning environment.

Support the assigned teacher's style of classroom management.

Supervise and discipline students according to approved policies and procedures.

Respond appropriately in emergency situations.

Demonstrate an understanding, patient, and receptive attitude toward children.

Work under supervision within a framework of standard policies and procedures.

Exercise good judgment, flexibility, creativity and sensitivity in response to changing situations and needs.

Establish, maintain and foster positive and harmonious working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE

Any combination equivalent to experience and training that would provide the required knowledge, skills and abilities would be qualifying. A typical way to obtain the knowledge, skills and abilities would be:

Education:

Equivalent to the completion of the twelfth grade. Additional specialized training in child development, education or a related field is desirable.

Experience:

Some experience in working with special education students is desirable.

License or Certificate:

Possession of, or ability to obtain, CPR and first aid certificates.

SPECIAL REQUIREMENTS

Essential duties require the following physical skills and work environment:

Ability to work in a classroom environment with the ability to sit, stand, walk, kneel, crouch, stoop, squat, twist, reach and lift up to 60 pounds with the assistance of others. Exposure to volatile and assaultive behavior; exposure to outdoors.

Approval Date: June, 1994

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