

SANTA CRUZ COUNTY OFFICE OF EDUCATION

INSTRUCTIONAL AIDE, AUTISM SUPPORT (SPECIAL EDUCATION)

DEFINITION:

Under the general direction of the assigned administrator, assist a certificated Special Education Teacher, experienced in Autism, PDD, and other severe neurological disorders, in administering and tutoring support services to students in a classroom setting in acquiring learning, behavior and social skills. *Goals are established by the collaborative educational team and the student's individualized educational plans (IEP/IFSP). This class is distinguished from other classes in the Instructional family by being assigned to work with students in the SCCOE collaborative partnership for students with autism.*

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 program and the collaborative educational team.

Implements needs of the students IEP/IFSP and implements program modifications as directed by certificated staff. Maintains awareness of disability of child.

Conducts specific behavioral therapy, reviews data, reports concerns, and provides progress information and outcomes to certificated staff.

Collects data and records notes in designated student program notebooks.

Participates in training sessions as provided by the Santa Cruz County Office of Education and the collaborative partner.

Oversees students during class, tutoring, mainstreaming, playground, eating activities, emergencies and preparedness drills, etc.

Supervise students in a variety of situations under the jurisdiction of certificated staff, the collaborative educational team, and parents, always observing students' behaviors carefully to ensure personal and group safety.

Assists assigned children in instruction, communication, social activities and integration, recreation, sports, arts and crafts, personal hygiene, and other designated activities.

Assists and supervises in transferring children to and from buses, special equipment, classrooms and events, ensuring student safety at all times.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Assists and supervises in the toilet training, toileting, diapering, dressing, cleaning, feeding and lifting of children as necessary.

Provides demonstration and instruction to less experienced aides through modeling and/or shadowing techniques (a skill taught in training).

Prepares materials to use in classroom and therapy.

Assists in maintaining a disciplined, neat, orderly and attractive learning environment.

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.

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

Assist in crisis intervention procedures and restraints; communicate with parents and legal authorities, collaborative educational team, and Special Education to facilitate crisis intervention; engage in physical and sometimes strenuous activities with students.

Assist in discreetly examining and investigating suspected physical, sexual, 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, collaborative partner staff and others working with assigned students.

OTHER JOB RELATED DUTIES

Perform related duties and responsibilities as assigned.

Knowledge of:

General needs and behavior of children; unique needs of students with disabilities such as Autism, PDD and other neurological disorders (as taught in training).

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:

Successfully complete required training.

Successfully use behavior management techniques.

Operate modern office equipment including computer equipment.

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 children with disabilities such as Autism PDD and other neurological disorders.

Learn the procedures and functions necessary to perform assigned duties.

Communicate constructively with students, parents and staff; be dependable and punctual.

Maintain records and schedules.

Use time effectively and efficiently.

Manage student behavior, deliver directed therapy.

Follow directions of supervisor and the IEP/IFSP.

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.

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 working with special education students and/or children with Autism, PDD or other neurological disorders 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 and 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.

Approved: July 10, 2008

Revised: June 21, 2016