

SALEM-KEIZER PUBLIC SCHOOLS JOB DESCRIPTION

07/12 Effective Date	INSTRUCTIONAL SUPPORT ASSISTANT Job Title	Index 2.12.26
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DEFINITION

To provide temporary support and assistance to special education teachers and classroom staff throughout the district as necessary for extreme behavior issues, acute medical situations and difficult student transitions.

CLASS CHARACTERISTICS

Positions in this classification perform in settings where personalized instructional programs and teaching techniques are needed to address moderate to severe learning disabilities, physical disabilities, acute medical concerns and special social and/or behavioral needs of the students. Requires aptitude and skill in working through a special needs student and/or classroom crisis. This is an instructional support position that requires specific specialized training and record keeping.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from an assigned supervisor.

EXAMPLES OF DUTIES – May include, but are not limited to, the following:

Responds to school requests for focused consultation in high-need student situations.

Provides assistance in the development of interventions for students and/or a plan for independent functioning.

Collects data and compiles information on student/classroom for purposes of developing a plan, verification of progress on a plan or working with the student to condition him/her to be able to participate in a classroom without additional assistance.

May work directly with student as appropriate to model instructional / behavioral strategies for classroom teams.

May provide training to classroom or school staff including, but not limited to: positive behavior support planning, data collection, transition and independent functioning planning, safety planning.

Attends necessary workshops and trainings related to area of assignment; applies training to responsibilities.

Assists and communicates medical and behavioral concerns to teacher or administrative staff.

Salem-Keizer Public Schools
Instructional Support Assistant (Continued)

Utilizes district resources to address student and classroom needs.

Performs related duties consistent with job description and assignment.

MINIMUM QUALIFICATIONS

Knowledge of:

Techniques and methods of student supervision, classroom management and MANDT techniques in settings involving severe learning and physical disabilities and/or social/behavioral problems.

District process and procedure.

Data collection systems including modern office methods, current district practices and computer equipment and applications.

Basic knowledge of Individuals with Disabilities Education Act (IDEA) or the ability to acquire the knowledge rapidly.

Ability to:

Assess challenging situations in order to provide focused consultation to school staff.

Handle multiple tasks, meet short timelines and respond to unexpected situations.

Actively problem -solve situations and work with the classroom team to find a solution that is reasonable and workable for that student and environment.

Understand and interpret Individualized Education Plans.

Communicate clearly and effectively with adults and students

Demonstrate organizational skills

Work in a team situation.

Work effectively with minimum supervision.

Maintain student confidentiality.

Compose reports that are accurate and grammatically correct.

Perform basic math computation in calculating data.

SPECIAL ABILITIES

Physical Abilities: Must be able to lift 50 pounds on a frequent basis. May be called upon to restrain students weighing up to 150 pounds with assistance of one other person. Must be able to work effectively in an environment requiring physical stamina, including the ability to perform MANDT physical restraint techniques.

EXPERIENCE AND TRAINING

Any combination of experience and training that would provide the required knowledge and abilities is appropriate. A representative way to demonstrate the knowledge and abilities would be:

Experience:

A minimum of three years of experience as a special education instructional assistant or comparable position which required direct support to teachers and students

Training:

Equivalent to the completion of the twelfth grade, supplemented by college level course work or special vocational training in special education principles and practices, behavior management; and/or procedures related to basic physical/medical needs and personal hygiene.

SPECIAL REQUIREMENTS:

Valid Oregon Drivers License and reliable, personal transportation
MANDT[®] behavioral intervention techniques preferred
Current CPR and First Aid Certification preferred