

**INSTRUCTIONAL ASSISTANT, SPECIAL EDUCATION  
INTENSIVE BEHAVIORAL INSTRUCTION**

**DEFINITION**

Under general supervision administer Intensive Behavioral Instruction therapy to students in a school or home setting; and to perform related work as required.

**EXAMPLES OF DUTIES\***

The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive list of all of the tasks assigned to positions in the class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in the class.

- Provide Intensive Behavioral Instruction therapy to select students. E
- Implement program modifications. E
- Attend I.B.I. clinics. E
- Attend I.E.P. meetings as needed. E
- Maintain and organize notebooks. E
- Implement goals from the I.E.P. in accordance with teacher plans. E
- Demonstrate adaptability/flexibility in classroom/school situations. E
- Demonstrate patience, understanding, sensitivity, sense of humor and positive attitude. E
- Collect data and record anecdotal therapy notes. E
- Instruct and model appropriate social behaviors. E
- Interpret curriculum to develop materials, tests, and learning activities that meet student needs. E
- Reinforce curriculum and maintain on-task behavior for special education students. E
- Document/gather information on student behavior through charting and progress reports. Discuss and follow-up with teacher specific learning strategies, behavior problems as they occur with individual students/groups. Implement behavior plans. E
- Operate AV equipment and office business machines. E
- Implement/maintain program activities and decorum in the temporary absence of teacher. E
- Communicate individual problems/concerns, review student data, report progress to supervisor. E
- Respond to emergency situations for unique student problems. E
- Prevent students from leaving campus or engaging in unsafe situations. Escort students to class, lunch, and bus (some positions). E
- Implement disaster/emergency plans for student/staff. E
- Provide physical assistance to students. E
- Participate in gross motor activities with students (some positions). E
- Reinforce sounds to help students with speech (some positions). E
- Perform related duties as assigned. E

\* **Task statements coded with the letter "E" are essential elements of positions in this class pursuant to the Americans with Disabilities Act, 1990.**

**TRAINING AND EXPERIENCE**

Experience in Intensive Behavior Instruction or Discrete Trial Training with preschool or school age autistic students preferred. Any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position. A typical qualifying entrance background is experience in assisting student(s) in a learning environment.

**QUALIFICATIONS**

**Knowledge of:**

- Elementary and secondary level general curriculum;
- Practical learning patterns and behavior;
- Elementary concepts of child growth and adolescent behavior characteristics, particularly pertaining to students with special learning needs;
- Behavior management strategies and techniques relating to students who experience atypical control problems;
- Correct English usage, spelling, grammar, and punctuation;
- Reading and writing in English and phonics and basic reading principles;
- Operation of standard office equipment;
- Number concepts and general arithmetic to pre-algebra level;
- Record-keeping techniques;
- Appropriate safety precautions and procedures.

**Ability to:**

- Communicate effectively with students with special needs and motivate them to participate in learning activities;
- Learn to assist teachers in teaching students who have special learning needs by watching teachers or specialists;
- Learn and adapt to new procedures and conditions;
- Recognize hazards to safety;
- Learn laws, rules, practices, and procedures related to public education and related to the program to which assigned;
- Perform routine clerical work;
- Maintain accurate records;
- Supervise students in classrooms, on field trips, and out-of-doors;
- Understand and carry out oral and written instructions;
- Establish and maintain effective relationships with those contacted in the course of work;

**PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT**

The Physical Abilities and Other Conditions of Continued Employment and the Associated Tasks listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment and Associated Tasks which may be required of positions in this class. Manhattan Beach Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

<b><u>PHYSICAL DEMANDS</u></b>	<b><u>ASSOCIATED TASKS</u></b>
<p><b><u>Vision:</u></b> (which may be corrected)                      Read normal print                      Walk over uneven terrain and use peripheral vision</p>	<p><b><u>To perform tasks such as to;</u></b>                      Read curriculum and grade student work                      Supervise students on playground</p>
<p><b><u>Hearing:</u></b> (which may be corrected)                      Hear sounds which warn of potential danger                      Understand speech in classroom setting</p>	<p><b><u>To perform tasks such as to ;</u></b> supervise students and respond to emergencies                      Instruct groups, respond to questions, listen and reinforce teacher lessons</p>
<p><b><u>Speech:</u></b>                      Speak with a level of proficiency and volume to be understood in face-to-face public contact                      Speak with a level of proficiency and</p>	<p><b><u>To perform tasks such as to;</u></b>                      Communicate with teachers and students                      Instruct groups of students                      Instruct and supervise students</p>

<p>volume to be understood in classroom Speak for prolonged periods</p>	
<p><b><u>Upper Body Mobility;</u></b> Use hands and fingers to feel, grasp, and manipulate small objects, manipulate fingers, twist and bend hands at wrist and elbow, extend arms to reach outward and upward, use hand and arms to lift objects Turn, raise and lower head, twist and bend at torso</p>	<p><b><u>To perform tasks such as to;</u></b> Operate AV equipment, instruct students to use chalk, pencil, pen, to tie shoes, and assist with clothing Supervise students and grade papers</p>
<p><b><u>Lower Body Mobility;</u></b>  Walk on even surfaces Climb stairs Bend at waist and stoop Sit for prolonged periods of 50 minutes Step over objects</p>	<p><b><u>To perform tasks such as to;</u></b> Supervise students in classroom Follow disaster plan Operate office/AV equipment, Provide physical assistance to students, and follow disaster plan Instruct and supervise students Work in classroom setting</p>
<p><b><u>Strength</u></b> To lift, push, pull, and/or carry objects which weigh as much as 50 pounds on an occasional basis</p>	<p><b><u>To perform tasks such as to;</u></b> Assist, restrain, and assist in lifting students</p>
<p><b><u>Stamina;</u></b>  Run quickly for brief spurts Walk prolonged distance</p>	<p><b><u>To perform tasks such as to;</u></b> Prevent student injury Supervise students outdoors</p>
<p><b><u>Environmental Requirements;</u></b> Constant work interruptions Work around dirt/dust Work independently Work cooperatively with others Work inside</p>	<p><b><u>To perform tasks such as to;</u></b> Instruct and supervise students Supervise students outdoors Instruct groups of students in absence of teacher Coordinate activities with teachers and staff Perform all classroom duties</p>
<p><b><u>Mental Requirement;</u></b>  Read, write, understand, interpret, and apply moderately complex information Math skills at an 8<sup>th</sup> grade level Copying Analyzing Coordinating Judgment and process information quickly and make quick decisions Learn quickly and follow verbal procedures and standards Place information in order of importance Listen Demonstrate Give verbal instruction</p>	<p><b><u>To perform tasks such as to;</u></b> Read and understand curriculum Correct and grade papers Document information Develop and evaluate strategies with teachers Implement strategies Work safely and effectively with students Instruct and supervise students Respond to difficult or emergency situations Understand questions and concerns of special students Reinforce teacher lessons Instruct and supervise students</p>

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Other conditions of Continued Employment:

- Speak at a conversational level and demonstrate fluency and literacy in English
- Participate in employer-mandated training and re-training programs
- Comply with rules and regulations of the Classified Service and provisions of labor agreements