

SANTA CRUZ COUNTY OFFICE OF EDUCATION

SENIOR INSTRUCTIONAL AIDE, AUTISM SUPPORT

DEFINITION

Under the general direction of the assigned administrator, assist a certificated Special Education Teacher, experienced in Autism, and other severe neurological disorders, in administering and tutoring support services to students in a classroom setting in acquiring learning, behavior and social skills. Programs areas also include supporting students with public and vocational skills working on an independent one-to-one or small group basis. *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.*

DISTINGUISHING CHARACTERISTICS

Positions in this class are distinguished from the Instructional Aide, Autism Support class in that they work 50% or more work time in the community without direct supervision from certificated staff working directly with students with autism.

SUPERVISION EXERCISED

Exercise no supervision.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Provides 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 disabilities of children.

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.

Assists students with disabilities with community based instruction including vocational and community skills, as per professional directives and oversight from certificated staff and related service providers.

Teaches students self help skills including feeding, dressing, personal hygiene and/or independent living skills, including safety procedures, decision making, communications and appropriate behavior in community.

Oversees and train students in community settings.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Assists teachers in operating classrooms; support the assigned teacher's style of classroom management; set up facilities; prepare teaching materials as assigned; oversee students according to approved policies and procedures. Take student data to monitor students progress toward goals.

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

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

Supervises 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.

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.

Prepares materials to use in classroom and therapy.

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

Within the framework of established 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.

Understands and applies guidelines involved in the confidentiality of student information.

Assists in crisis intervention procedures; communicates with parents and legal authorities, collaborative educational teams, and Special Education staff to facilitate crisis intervention; engages in physical and sometimes strenuous activities with students.

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

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Meets weekly with Special Education staff, collaborative partners and others working with assigned students.

Works independently without direct oversight from certificated staff in accordance with the schedule provided by certificated staff.

Perform related duties and responsibilities as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

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

English usage, spelling, vocabulary, grammar and punctuation.

Principles and procedures of record keeping.

Basic methods of training and instruction, basic child development theory and principles.

Basic techniques to motivate students and manage student behavior including implementation of a student's Behavior Intervention Plan as appropriate; safe work practices.

First aid and CPR principles and practices.

Ability to drive students utilizing safe driving principles and practices.

Safe work and community 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 and other neurological disorders.

Learn the procedures and functions necessary to perform assigned duties.

Skill and Ability to (continued):

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.

Operate a motor vehicle safely.

Analyze situations carefully and adopt effective courses of action.

Work independently in the absence of direct supervision 50% or more of the time.

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, supplemented by college level course work in psychology, child development, education or a related field.

Experience:

Two years of experience working with Special Education students and/or children with Autism, or other neurological disorders is desirable.

License or Certificate:

Possession of, or ability to obtain, an appropriate, valid California driver's license and appropriate vehicle operation insurance.

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

Qualification Requirements:

To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

SPECIAL REQUIREMENTS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. 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; and potential exposure to bodily fluids, blood-borne pathogens, and communicable diseases.

Ability to frequently travel in personal automobile to school sites and throughout the community.

Must meet requirements specified under Every Student Succeeds Act (ESSA). Satisfaction of special qualifications supported by Title I funds include: completion at least two years of study at an institution of higher education; conferral of an associate's or higher degree (college level); or meet a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in the instruction of reading, writing and mathematics.

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