

Twin Hills Union School District

Position Announcement

FULL INCLUSION INSTRUCTIONAL/BEHAVIORAL ASSISTANT Orchard View 2024-2025 T & Th 4.0 hours per day

The Full Inclusion Instructional/Behavioral Assistant is under the supervision of the Teacher, Special Education Coordinator, and Site Administrator and is evaluated by the Teacher. This position serves as a one-to one assistant to a special education student. The position may assist in the areas of behavioral management, instructional assistance and medical/hygiene care. Under general supervision assist the teacher, coordinator and/or specialists with the educational program for a student in special education, or a special program in the educational setting. Reinforce learning concepts at the teacher's, coordinator's or specialist's direction; assist in the supervision of student's activities; perform various clerical duties and other related duties as assigned. This position requires fingerprint clearance, TB testing and a Post Offer/Pre-Placement Physical Examination prior to hire.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Additional related college coursework desirable
 - Two years experience working in an educational setting which provides direct instruction to students is desirable
 - Training and/or experience in working with special needs students is desirable
 - Knowledge of : behavior modification techniques and experience with positive intervention
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar, spelling and vocabulary
 - Knowledge of principles, practice and applications of subject matter or discipline to which assigned.
 - Instructional principles and techniques used in improving student skills
 - General classroom procedures and rules of conduct
 - Methods and attitudes required in working with children who have special needs
 - Effective written and oral communication skills
 - Office skills; routine record keeping, organizational techniques, computer and copy machine use
 - Safe work practices, including proper lifting techniques
- **Ability to:**
 - Bilingual Desirable – English/Spanish
 - Exercise good judgment, use discretion, work independently, and maintain confidentiality
 - Demonstrate good mental, emotional and physical health
 - Be prompt and present a neat, clean appearance
 - Obtain certification in First Aid, CPR, and EPI Pen.
 - Pass the Instructional Assistant Proficiency Test
 - Successfully perform the physical requirements of the position
 - Interact with, supervise and tutor students of varying learning abilities and styles.
 - Apply instructional principles for individuals; monitor progress and identify problem areas or areas of student learning progress
 - Recognize and understand the needs of physically, emotionally and educationally challenged students
 - Establish and maintain cooperative relationships with those contacted in the course of work
 - Perform a variety of general clerical tasks; use a computer at intermediate level.
 - Understand and carry out oral and written instructions
 - Relate positively to students, staff and public
 - Be efficient, independent, self-directed, flexible, and patient
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting up to fifty (50) pounds on a regular basis and occasionally lift in excess of fifty-one (51+) pounds with assistance. Moderate physical effort; frequent standing, walking, bending and lifting. Speak and interact with student. Accompany student indoors and on campus. Interact with a student who may be aggressive and/or have medical needs requiring lifting, feeding and toileting.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Accompany student during the school day to all classes and activities.
- Assist the classroom/ teacher in assigned instructional areas to designated student; interact with student, encourage their performance, observe progress and meet instructional needs as they arise
- Implement behavior management plan using identified rewards and consequences if necessary.
- As necessary, assist student with mobility, feeding, toileting, dressing and assisting students in independent skills development.
- Keep data and records of student progress.
- Prepare adapted materials as necessary.
- Develop and maintain records and files as requested.
- Provide medical support as needed
- Make referrals to remedial or tutorial programs as necessary; conduct remedial instructional activities for student as assigned.
- Observe mental and physical health of student and report potential problems to instructor.
- Provide support to staff in working with student in various instructional programs.
- Suggest appropriate learning materials for students with instructors' approval.
- Monitor individual progress or student and discuss problems and improvements with instructor.
- Monitor student use of instructional computer programs for appropriate learning levels. Supervise student use of computer software.
- Explain and clarify work assignments to student. Tutor student as necessary.
- Handle discipline problems refer to instructor when necessary.
- Work with student on an individual basis; to reinforce basic skills, to supplement classroom work to administer and score tests
- Participate in free time activities with student as required, supervise student during rainy days and during teacher's absence
- Assist special needs student in developing positive social/play skills and peer relationships

- When supervising student assume responsibility for their safety and well being and maintain order and discipline through caring, respectful strategies following established discipline policy
- Under the direction of certificated personnel, assist in various aspects of program implementation including making modifications for full inclusion students, classroom work, and the recording of information
- Obtain supplies and necessary equipment for classroom activities, care for and maintain current equipment and exhibits
- Assist physically handicapped students with their equipment (wheelchairs, scooters, walkers, etc.)
- Maintain confidential informational and operational records and files
- Maintain necessary records, including data collection and copying materials,
- May be required by the District to participate in student related and/or teacher meetings
- May be required to communicate regularly with parents/guardians under direction of classroom teacher(s)
- May be required by the District to assist in the implementation of adaptive technology program
- Report all injuries incurred by children to teacher or site administrator
- Participate in staff meetings, conferences and specialized training
- Follow accepted principles, practices, rules, and regulations of the district
- Perform other related duties as assigned

PAY SCALE - CLASSIFIED:

Range – E

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/Walking/Mobility:** Frequently; throughout work shift. Constantly during work shift while performing duties.
- **Sitting:** Frequently; while performing classroom duties and assisting students.
- **Lift/Carry:** Frequently, 1-10 pounds; books, instructional materials, binders, files, paperwork. Occasionally lifting 11-75 pounds; if need arises to assist student's movement, moving equipment Occasionally lifting 76-125 pounds with assistance; if need arises to assist in student transfers and toileting or while restraining student behaviors
- **Bending/Twisting:** Frequently; at knees/waist/neck while assisting students or retrieving items from lower shelves and floor.
- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 10-60 pounds while assisting students, maneuvering student's wheelchair and equipment and opening doors, etc. Seldom up to 75+ pounds; to assist student's movement or to restrain or control disruptive behavior.
- **Climbing/Balancing:** Occasionally; up/down steps.
- **Kneeling/Crouching/Crawling:** Occasionally-Frequently; while assisting students. Crawling not required.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/Hearing/Speech:** Constantly, to provide instructional assistance to students. Assignment may require hand/eye coordination, depth perception and peripheral vision.
- **Other Physical Demands:** May occur when restraining aggressive behavior or responding to student emergencies include: jumping, running, throwing, and moving in awkward positions.

Mental

- Constant mental alertness required in supervising activity of assigned student to monitor/anticipate behaviors of student and maintain safe, educational environment.
- Must possess interpersonal skills to work well with various types of disabled students, their parents, teachers and staff.
- Must be able to adapt to work pressures that may include frequent interruptions, quick response to potentially hazardous situations, and multiple tasks.
- Must be able to work independently with assigned students and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and appropriate behavioral corrections to assigned students.

Work Conditions

- **Location:** Work is performed 95% within the school classroom setting, 5% in an outdoor educational setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces, aggressive behaviors by students.
- **Equipment used:** General office and classroom equipment, copier, computer, audio-visual equipment, and personal mobility equipment if the need arises.
- **Safety equipment:** Gloves as required.

HIRING PROCESS:

Mandatory Information to be submitted to Anna-Maria Guzman, Ed.D. Superintendent:

- Completed and signed district application (available in the District Office, address below) or on EDJOIN
- Current employees may submit a letter of interest in lieu of an application, including information on why qualified for this position
- A minimum of three letters of recommendation written within the last 12 months which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

District Office and submission address: THUSD, 700 Watertrough Rd, Sebastopol, CA 95472

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted

▪ **Position will remain open until filled**