

# Twin Hills Union School District

## Position Announcement

### FULL INCLUSION INSTRUCTIONAL/BEHAVIORAL ASSISTANT

#### Apple Blossom 2024-2025 M-F up to 28 hours per week

The Full Inclusion Instructional/Behavioral Assistant is under the supervision of the Teacher, 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, 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**