

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION DHH

DEFINITION

Under the general supervision of a certificated administrator and direction of a teacher, use communication skills appropriate for students with hearing loss (e.g. oral, ASL, Signed English and/or PSE) to instruct pupils individually or in groups in accordance with prescribed learning objectives, and act as a Instructional Assistant-Special Education to a teacher in performing assigned tasks.

CLASS CHARACTERISTICS

This class is distinguished from the Instructional Assistant-Special Education class by the additional responsibility of using various communication modes (e.g. oral, ASL, Signed English with voice and/or PSE with voice) to accurately communicate written and spoken educational information or instructions to students with hearing loss.

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 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. Duties may include, but are not limited to the following:

- Expressively and receptively communicates effectively with deaf or hard of hearing students while performing tasks with the exception of interpreter level tasks.
- Under direction of a teacher, provide individualized instruction by matching instruction to the needs of each pupil
- Work with the pupils individually or in small groups to tutor, reinforce or follow up on learning activities
- Assist with supervision of classroom, outdoor playground and field trip activities to direct pupils into safe activities and relationships
- Help pupils learn to be aware of their personal appearance and how to take care of personal needs
- Help pupils to be self-reliant
- Assist by guiding or by providing an example in a variety of areas, including physical development and fitness, communication, personal hygiene, academic learning, and vocational skills
- Assist teachers in establishing and maintaining a clean, safe and pleasant classroom and learning environment
- Assist teachers in implementing the curriculum through individual and group instruction
- Confer on a regular basis with a teacher in regard to activities, instructional goals and objectives, student progress and pertinent health or behavior problems
- May participate as a member of the appropriate team or committee to assist staff with developing and implementing individual health care plans
- Assist teachers with the modification and maintenance of appropriate standards of behavior for pupils
- Assist teachers with implementation of pupil's Individualized Education Program (I.E.P.)
- Under the direction of the school administrator and the procedure observed by a certified school staff member, assist pupils with taking medication
- Assist pupils to learn through the use of computer technology and other teaching devices

- May administer first aid
- Assist pupils in learning oral speech patterns by helping them produce sounds, words and sentences
- Assist teachers with classroom activities for pupils
- Attend inservice and staff meetings as required
- Perform routine clerical tasks
- Operate computer technology and office equipment for classroom- related assignments
- Maintain confidentiality of pupil records in accordance with legal requirements and policies
- Perform related duties as assigned

QUALIFICATIONS

Knowledge of:

- Educational implications of hearing impairment and it's effect on language acquisition and child development
- Basic knowledge of educational systems for deaf and hard of hearing students and the concept of total communication
- Practical learning patterns and behavior
- Basic characteristics of human behavior
- Basic communication skills
- Reading, speaking and writing in English
- Personal hygiene practices
- Basic math skills

Ability to:

- Communicate fluently with deaf and hard of hearing students using sign language (e.g. Signed English, PSE, ASL) as measured by a District approved assessment of skills. Signing skills must be maintained for continued employment.
- Communicate with pupils and staff, and motivate pupils to participate in learning activities
- Maintain emotional control under difficult situations
- Recognize and report safety hazards
- Learn laws, rules, practices and procedures related to the education program to which assigned
- Perform routine clerical work
- Learn to operate computer technology
- Establish and maintain an effective working relationship with pupils and staff

EXPERIENCE AND EDUCATION

Any combination of education and experience that could likely provide the required knowledge and abilities would be qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

One year of paid or volunteer experience working with people who can communicate or be communicated with only through sign language. Any other combination of training and/or experience which demonstrates the applicant is likely to possess the required skills, knowledge, and abilities may be considered.

AND

Education:

Graduation from high school or equivalent. Documentation of completion of at least four sequential college level sign language courses with a 3.0 grade point average or better may be substituted for one year of paid or volunteer experience working with people who can communicate or be communicated with only through sign language. A score of level 2 in receptive and expressive signing from a California State-recognized interpreter certifying agency or current enrollment in an Interpreter Training Program (ITP) is highly desirable.

Employees whose signing skills have been assessed by a California State-recognized Interpreter certifying agency (RID, ACCI, NAD, ESSE-I, EPIA) or are currently enrolled in or have completed an interpreter training program (ITP) may be awarded a 3% salary increment of the employee's current salary.

A salary increment will be awarded when the employee has achieved each of the following Levels:

Level I

Receive a score of level 3 or better in receptive and level 2 or better in expressive signing from a California State-recognized interpreter certifying agency

Or

Completion of an Interpreter Training Program (ITP)

Level II

Receive a score of level 3 or better in receptive and expressive signing from a California State-recognized interpreter certifying agency

SPECIAL INFORMATION

Some positions in this classification may require the ability to lift or move pupils who weigh up to 50 pounds; may be required to use a multi- person lift or learn the use of mechanical lifting equipment to lift or move pupils who may weigh in excess of 50 pounds, or a pupil of any weight who may present other lifting problems; may occasionally be assigned any duties normally assigned from the class specification for Instructional Assistant.

ESSENTIAL JOB FUNCTIONS

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Able to conduct conversation verbally and using sign language
- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for sustained periods of time
- Able to kneel or squat for extended periods of time
- Able to climb slopes, stairs, steps, ramps and ladders
- Able to lift up to 50 pounds
- Able to carry up to 50 pounds
- Able to push and pull objects weighing up to 100 pounds
- Able to sustain physical activity for a minimum of 3.75 hrs, including signing, over an extended period of time.
- Able to exhibit full range of motion for:
 - shoulder external rotation and internal rotation
 - shoulder abduction and adduction
 - elbow flexion and extension
 - shoulder flexion and extension
 - back lateral flexion
 - hip flexion and extension
 - knee flexion
- Able to demonstrate manual dexterity necessary to operate a computer and other classroom equipment in a safe and efficient manner
- Able to work with cleaning solutions, disinfectants and sanitizers in a safe and effective manner without allergic reaction

- Able to demonstrate manual dexterity necessary to assist students with buttoning clothing and eating, operate a computer, or assist staff with toileting/diapering procedures

While the ideal candidate will possess all these abilities, duties assigned can be modified to accommodate some physical restrictions.

PHYSICAL ABILITIES AND WORKING CONDITIONS OF EMPLOYMENT

The Physical Abilities and Other Conditions of 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 Employment and Associated Tasks which may be required of positions in this class. Sulphur Springs Union 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.

PHYSICAL DEMANDS ASSOCIATED TASKS

Vision: (which may be corrected)

Read normal print

To perform tasks such as to:

Read curriculum and grade student work

Hearing: (which may be corrected)

Hear sounds which warn of potential danger

To perform tasks such as to:

Supervise students and respond to emergencies; hear breaking glass or falling furniture; hear students cry or scream

Hear speech in classroom setting

Respond to student/teacher questions; listen to reading groups

Speech:

Speak with a level of proficiency and volume to be understood in face-to-face public contact

Speak with a level of proficiency and volume to be understood in a classroom

Speak for prolonged periods

To perform tasks such as to:

Communicate with teachers and students

Reinforce instructions and talk to groups of students

Instruct and supervise students

Endurance:

Use sign language over an extended period of time.

Upper Body Mobility:

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 hands and arms to lift objects.

Turn, raise, and lower head, twist and bend at torso

To perform tasks such as to:

Assist students with backpacks and special equipment; provide physical assistance to students, write with pencil and pen; feed student; use hand to guide hand of student; carry student materials, tie shoes

Tie shoes, assist students with mobility, sit and kneel on floor to work with students, and respond to emergencies

Lower Body Mobility:

Walk on uneven terrain

Walk on even surfaces

Climb stairs

Bend at waist

To perform tasks such as to:

Supervise students on playground

Supervise students in the classroom setting; step up and over projects, boxes and other classroom clutter

Walk to classrooms; follow disaster plan (some positions)

Pick up materials; assist children at desks

Stoop

Assist students to tie shoes; clean spills; assist student who has fallen to get up
Circulate throughout classroom

Stand for prolonged periods of 50 minutes

Strength:

To lift, and/or carry objects which weigh as much as 25 pounds on a regular basis
To lift and/or carry objects which weigh as much as 50 pounds on an occasional basis

To perform tasks such as to:

Lift instructional materials; lift stack of books
Lift, carry, or restrain a child, if necessary

Environmental Requirements:

Constant work interruptions

Work around dirt/dust

Work independently

Work cooperatively with others

Work inside

To perform tasks such as to:

Instruct and supervise students; respond to student questions
Supervise students outdoors
Instruct groups of students in absence of teacher; supervise students during recess
Coordinate activities with teachers and staff
Perform all classroom duties

Mental Requirement:

Read, write, understand, interpret, and apply information at 12th grade proficiency level
Math skills at a 12th grade proficiency level
Copying

To perform tasks such as to:

Read and understand curriculum; reinforce instruction in all subject areas
Reinforce instruction; correct and grade papers
Document information and maintain student records
Set up projects or field trips
Make quick decisions to work safely and effectively with students

Coordinating

Judgment and process information quickly

Learn quickly and follow verbal procedures Reinforce teacher instruction; assist teacher by following spontaneous instructions; follow instructions in emergency; follow child abuse reporting procedures

Listen Understand student questions

Demonstrate Reinforce teacher lessons

Give verbal instruction Instruct and supervise students

The Sulphur Springs School District is an equal opportunity employer and does not discriminate on the basis of age, ethnicity, race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, or sexual orientation.

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